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1943

ATHLETIC JOURNAL

Vol. XXIV.

October, 1943



Place Kicking

E. B. Godfrey

The Modern T Formation

Ralph Jones

End Play

Joe Davis

The Fine Points of Scouting

In Basketball

Everett F. Shelton



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Continuing The Roster of Coaches in Service

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- ELL, CARL H., Lieut., Army Air Forces.
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Football Coach, Eureka College.
- ALEC., Chief Petty Officer, Navy.
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- ★ WILSON, W. C., Lieut. (j.g.), Navy.
Asst. Football Coach, Miami University.

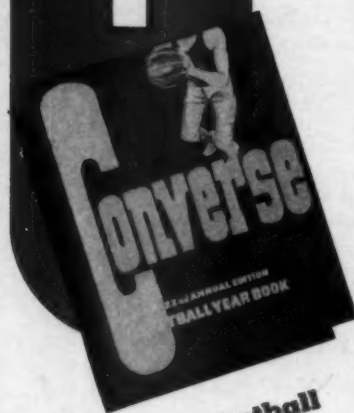
This roster represents a partial list of coaches now in the service. The first of this list appeared in the January, 1943, issue. Additional names will be printed in subsequent issues. Witchell-Sheill Company, 1635 Augusta Boulevard, Chicago.

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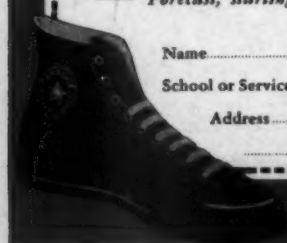
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Illustration 1

Place Kicking

By E. R. Godfrey

Assistant Football Coach, Ohio State University

TO the long-time readers of this publication Mr. Godfrey needs no introduction. His illustrated article on Legal and Illegal Blocking and Forward Pass Interference in October, 1933 and his illustrated article on the Football Rules of 1934, were so much in demand that thousands of reprints were made. Defensive Line Play, Individual Defensive Line Play and Blocking for Punts are other subjects that have been discussed and illustrated by Mr. Godfrey. In the lead article of last month's issue, Simple Fundamentals of Offensive and Defensive Football, Mr. Godfrey did the major part of the organization and collection of material. This illustrated chart has met with the response anticipated by the editorial staff of this publication. The following comment received from the head football coach of a large Mid-Western high school, subsequent to the mailing of the September issue, should be read with a feeling of satisfaction by Mr. Godfrey and the coaches of Ohio State who demonstrated the fundamentals. "I thought the article by the Ohio State assistant coaches on line fundamentals and back field ball-handling the finest I have ever read."

Mr. Godfrey's contributions, so willingly and generously made, have been greatly appreciated by all readers of the ATHLETIC JOURNAL.—Editor's Note.

PLACE kicking can become an art, if a boy is willing to master all the various fundamentals that go with good place-kicking technique. As a rule, more linemen develop into excellent place kickers than backfield men, since they have more time to devote to specialized work. There is no play in football that is easier to develop than good place kicking. It can be highly perfected, since everything about it is mechanical.

The boy selected must be willing to pay the price for becoming an outstanding place kicker. The main prerequisite is a willingness on the part of the player for hard, steady practice. The physical type of boy makes little difference.

No place kicker should ever train without the use of a "T." This is extremely important if a high degree of accuracy is to be maintained. The "T" is illustrated in Diagram 1. After it has been drawn, the kicker stands approximately five feet behind the intersection of the arms of the "T," with his kicking foot on the arm parallel to the side line. Before he starts his kick, the player looks to make certain that he stands facing directly between the goal posts and at right angles to the goal line. After that, as far as the kicker is concerned, the goal posts are not needed in making the kick. All that is required now is the "T."

The kicker's first step is with his right foot. This does not need to be a long step; its length is determined by the play-

er's distance from the ball.

The second step is with the left foot, and it is very important that this foot be three inches from both arms of the "T." For, if the left foot is closer than the distance indicated in Diagram 1, the foot will be hitting the ball on the downward swing of the leg. On the other hand, if the left foot is ten inches back, as the diagram shows, the right foot will top the ball.

The player must understand exactly what he is doing here. His kicking leg acts as a pendulum, and the foot should make contact with the ball just as it starts its up-swing. That is the reason, that it is necessary for the left foot to be exactly at the right spot as indicated in Diagram 1. To get accuracy the left foot must not vary. In fact, as the kicker gains perfection, he will use the exact cleat marks of his first kick to guide him.

To get elevation, the left leg must be bent at the knee. The point of contact as shown in Illustration 1 is the player using a straight left leg. To get elevation on his kicks.

In training to become a good kicker, the player must strive to drive the ball perfectly straight, disregarding as he works such things as elevation, height, and distance. This means that the toe of the kicker's right foot must be driven through the heart of the ball just slightly below the center. This point is shown clearly in Diagram 2. To prove to the player that he is kicking through the heart of the ball,

he may take a piece of white chalk and rub it over the toe of his right shoe. If this is done, a mark will show at the place of contact when he kicks the ball. Then, if the player discovers that his kicks are not straight, he will have the toe mark to assist him in locating his trouble. Likewise it is important for the player to use the same cleat mark of the preceding kick. This assists him in reaching a high degree of perfection in the art of kicking.

Another aid for the kicker is shown in Diagram 3. Note the pendulum swing of the right foot. It should be coming up at the instant of impact. In fact, the kicker should take such a position (balance) that acceleration of his right leg starts about one foot back of the ball and continues on through the ball for a couple of feet.

In Illustration 1, notice that the kicker is still looking at the spot from which the ball was kicked, while the player holding the ball is watching it pass through the goal posts. Yost of Michigan has often made the statement: "A place kicker cannot look the ball through the goal posts."

Place kicking is just like playing golf. It is very important that a kicker keep the head down. He must do this, to keep the correct kicking form and the follow-through.

Illustration 1 demonstrates in addition to the correct position of the head in its relation to the kick and the follow-through of the kicking foot, a bent left leg which

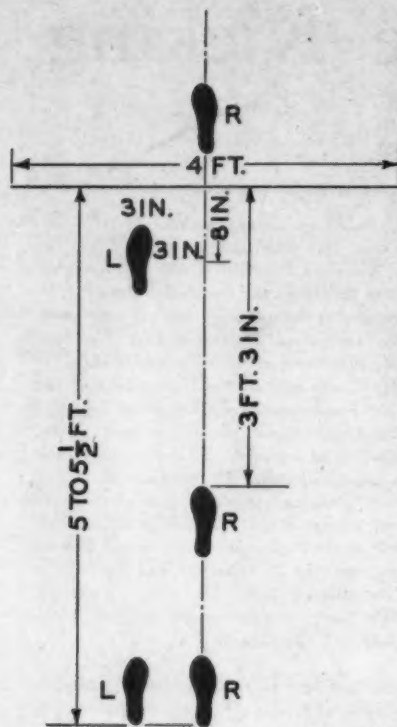


Diagram 1.

is necessary to get elevation.

As the kicking foot comes down after the kick it should finish at least a couple of feet ahead of the "T" from which the player is kicking. Diagram 3 shows the correct finish of the right foot.

A place kicker must develop mechanical habits to such a degree that all of his kicks are exactly the same. Sometimes, players have used the same cleat imprints for fifty consecutive kicks. For that reason Diagrams 1 and 3, and Illustration 1 are important. If a player follows these illustrations carefully, and works at the suggestions, contained in them systematically, he can develop into a good place kicker.

During the first year a place kicker works from a "T" at fifteen yards and directly in front of the goal posts. Here he strives for a kick that goes straight through the goal posts, paying little or no attention to the distance that the ball travels. The main objective at this point is accuracy in kicking, the kicker aiming for a ball that streaks like an arrow to its goal.

Usually a beginner wants to kick for distance too soon. It is a mistake, however, for a coach to allow him to do this, until after his first year. For each week, as he kicks, the player's leg grows stronger and adds a little more distance. At first distance must not be considered. If he is kicking twenty-five yards over the goal post, well and good. More vital at the time is the development of form and rhythm for the kicker.

Working at fifteen yards in front of the

goal posts, the kicker constantly drives the ball about twenty-five yards beyond the uprights. For an experiment, the coach may have the player kick ten yards farther back from the goal posts. What happens is usually a surprise for the kicker, for now, he fails to get 50 per cent of his kicks across the goal bar. This is very easily explained. Instead of using the same rhythm and swing, the player has the feeling that he must add extra impetus to his kick which destroys his accuracy. A good place kicker must at all times use the same swing. By constantly kicking, he adds power to his leg that will keep adding distance to his kicks.

If the player fails in his kicking of a straight ball, the trouble can usually be traced to one of two faults. First, at the time of the kick he might have been off balance—that is, at the start he was not close enough to the "T." Second, the player's kicking foot starts its swing too far from the ball. When this happens the swing has lost its power before the impact. For that reason, it is wise for the player to start his swing just fifteen inches back of the ball. By doing this he can accelerate, as he kicks through the "T."

It is a good thing for the player to feel that he is kicking at a spot on the ground and not at the ball. Naturally, the man holding the ball will place it on this spot—the point where the kicker and holder meet. The kicker starts from his kicking position when the ball is halfway between the center and the man holding the ball.

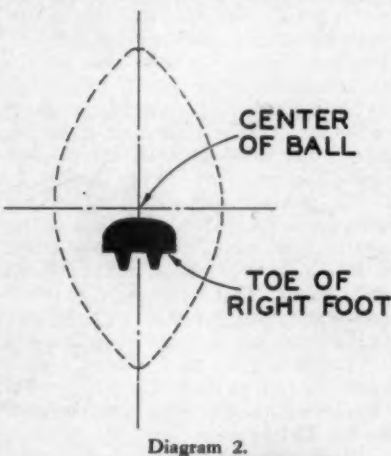


Diagram 2.

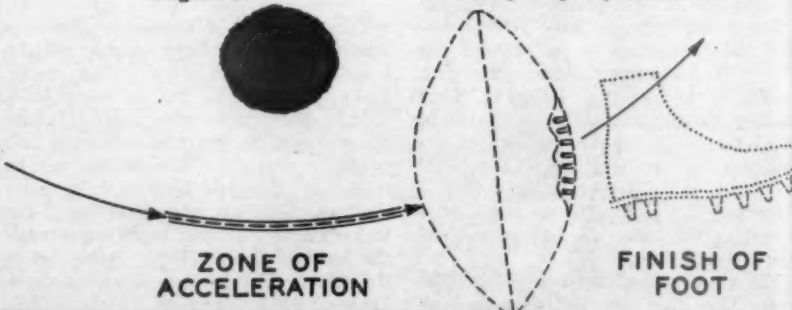


Diagram 3.

Once the player has started his kick, he goes through with his steps and swing, never changing his timing to help the man holding the ball to get it on the "T." In fact, the kicker often boots the ball from the hands of the holder.

It is evident, therefore, that the holding of the ball is very important. The holder must place the ball in an instant, with the lace facing the goal posts. If this, however, cannot be accomplished, then the lace should face the kicker. The ball should be tilted, a few degrees, toward the kicker. The man holding the ball must try to shape it as he sets it down, locating the lace by allowing it to rotate in his hands. If he fails to shape the ball by the time he places it on the "T," then he should attempt to shape it on the ground.

It is also vital that a place kicker should keep on working throughout the year. If he cannot get outdoors, he should kick into a net under a stadium or in a field house. By constant practice and by close adherence to the basic fundamentals of good kicking, surprising results can be achieved by a player in four years.

The Kick-off

Any good place kicker should develop into an effective kick-off player, for, as he gains power in his kicking leg through constant place-kicking, he also gathers power for the kick-off.

A player for the kick-off starts ten yards from the place where the ball is resting, for here he needs all the power of his leg, plus the momentum of his ten-yard sprint. Starting his sprint rather slowly, he picks up speed as he approaches the ball. The fact is, the player kicks the ball in his sprint. Often this is difficult at the beginning, but after the kicker gets his timing, he develops a powerful kick-off, a kick-off, forceful enough to send the ball over the end zone.

There is a difference in the position of the left foot in its relation to the ball that a player for the kick-off must remember. In place kicking the left foot is three inches back of the ball, but in the kick-off, it is anywhere from twelve to twenty inches back of the ball. If the left foot is too close to the ball the kicker will smother the kick, getting very little distance.

Suggestions from the Coaching School of the Texas High School Football Coaches Association

By Otis Coffey

Football Coach, Pampa, Texas, High School

THE Fifteenth Annual Coaching School of the Texas High School Football Coaches Association was held in Waco, Texas, during the second week in August. This year's school had all the outstanding qualities of previous years. The 350 coaches who attended the school were loud in their praise of the excellent lectures given by the staff of instructors.

Coach Ralph Jones, the great master of the modern T formation, did a very thorough job in explaining and demonstrating the intricacies of the T. Little Captain E. P. "Chick" Coleman's lectures on the triple spinner made Coach Rockne live again, as he explained the evolution of an idea which sprang from the Notre Dame idol and strategist.

Henry Frnka left nothing unsaid as he explained his versatile Tulsa formation and the secrets behind his successful regime. Line Coach H. C. "Bully" Gillstrap of the University of Texas did an excellent job in teaching line play. Joe Davis, besides giving the coaches some fine points on end play, opened his books on Rice Institute's deceptive and most powerful offense.

The Modern T Formation

By Ralph Jones

Athletic Director and Football Coach
Lake Forest College

It is my purpose to give you some ideas on what we try to do from the modern T formation. Diagram 1 illustrates the positions of the various players when located in our T formation.

The line is balanced with the ends playing about four feet removed from the tackles. The quarterback is located directly back of the center, and close enough to be able to put his right hand well forward, in contact with the center's crotch. The halfbacks are located four yards from the line of scrimmage and directly behind the offensive tackles' outside feet. The fullback lines up four and one-half yards directly back of the center.

The Offensive Center

The center is generally known as "half a man." The reason for this is that he has the additional duty of passing the ball back to a backfield man, before he can do any blocking. Under the set-up, as diagrammed, the work of the center is materially simplified. He is able to take a stance that enables him to charge as he passes. He does not have to look at the

back, to whom he is to pass the ball, and for this reason, he can keep his head up and see the men he expects to block. The task of merely putting the ball into the hands of the quarterback is very simple. He merely swings his right arm in such a manner that the backward point of the ball will go back and up to the center of his crotch. The center should be taught to charge and pass at the same time, and should practice a great deal with the quarterback and with a defensive man in front of him. In doing this he will be passing, charging and blocking under game conditions. The center's stance should be one with his feet spread about the width of his hips, and with one foot back a few inches. His knees should be bent enough, so that he can get a good forward charge. He should be well over the ball, gripping it in the same manner, as if he were going to throw a forward pass. He should put no weight whatsoever on the ball. His left forearm should rest on the left knee in the same manner as that of any other offensive lineman. His hips should not be so low that the quarterback has difficulty in obtaining a good position from which he can execute his pivot.

The Quarterback

The quarterback should assume a stance with his feet spread about the width of his hips, his knees slightly bent, and with most of his weight on the balls of his feet. He should keep his head up and look straight ahead. As was stated above, his right hand should be in contact with the center's crotch. His left hand should be palm upward and just beneath the right hand. The wrists should be about three inches apart. The quarterback's fingers should be spread, presenting a target for the center, but he should not grab for the ball. Any time the quarterback fails to get the ball from the center, the play is off; and the quarter-

back should drive into the center of the line. He must always obtain a comfortable and relaxed position, with his shoulders on an even keel with the center's hips.

The quarterback for the modern T formation must be an expert ball-handler, and should spend much time in perfecting technique in ball-handling and maneuvering. When the quarterback receives the ball from the center, his right hand is on top and the left hand underneath. As soon as he receives the ball, he should draw it in close to his stomach, and should not lower it. As the quarterback makes his pivot away from the center he rotates the ball, and draws the ball into his stomach to the right, bringing his left hand well up the side of the ball.

Footwork in Executing Pivots

When the quarterback is to give the ball to the right halfback driving straight into the line, he should make a reverse or backward 180-degree pivot which places his back to the line of scrimmage. This position is obtained by snapping back his left shoulder and hip, and by bringing his left foot back and around as all of his weight is shifted to his right foot.

In giving the ball to a back going through the center of the line, he uses the same footwork as that described above, except he makes only a quarter pivot.

In passing the ball to the fullback on a drive over tackle, the quarterback makes a three-eighths turn, gaining as much ground as he can toward the path of the ball-carrier.

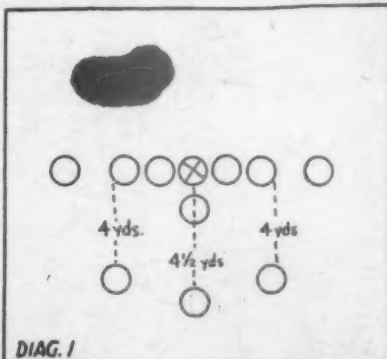
When the quarterback is to give the ball to a back on a quick opening play to the right side of the line, he will have to make a forward pivot with a crossover step in that direction. By pivoting on his right heel, he should step directly over his right foot with his left, placing his back to the line of scrimmage. He gives the ball to the back with his left hand, before fading back for a fake pass.

When backs fake to the left, before going to the right, the quarterback should make a one-half reverse pivot to the left and lateral the ball to the ball-carrier.

After feeding the ball to a back driving into the line, he should fade backward, keeping his elbows working in the same manner as when he fades back with the ball.

Guards, Tackles and Ends

The guards, tackles and ends from this



formation use a little higher stance than normal. We do more screening and individual blocking than those who employ other formations. We are thinking more of holding defensive men in place than we are of moving them. The feet of the linemen should be spread slightly wider than their hips and practically parallel, and pointing straight ahead. The linemen should take a three-point stance with the outside hand just inside the outside knee with very little weight on the hands. The inside arm should rest on the inside thigh. The hips, shoulders and head should be almost parallel to the ground. They should keep their heads up, looking straight ahead with width vision.

Signal System

Thirty-five years ago I drew the following conclusions concerning the positions of offensive and defensive men. I always know exactly where my offensive men are located, but I never know just where the defensive man will be. As a consequence, the work of the quarterback would be simplified somewhat, if I number the offensive holes in my signal system rather than the defensive holes.

Diagram 2 illustrates a method using the offensive men to indicate direction of the plays instead of using defensive men.

Plays indicated by numbers ending in zero or nine are very wide plays. Those indicated by numbers ending in one or eight hit about two and one-half yards outside of the offensive ends. Those indicated by numbers ending in two and seven hit at the outside hip of the offensive ends. Those indicated by numbers ending in three or six hit at the outside hips of the tackles. Plays indicated by numbers ending in four or five aim at the left and right of the center respectively.

In numbering the play, the number of the back who is to carry the ball should be the first digit and the number of the spot over which the back is to run would be the second digit. The following outline illustrates this method: 1. Right halfback wide around the right defensive end—play Number 40. 2. Fullback two and one-half yards outside our left end—play Number 31. 3. Left halfback over outside

hip of our left tackle—play Number 23. 4. Quarterback over left hip of the center—play Number 14.

We have arrived at several principles concerning the execution of the plays described. These principles have been most valuable in making plays successful, even though defensive men may be playing out of position. In the first place, we teach a halfback to drive at a given spot; and if the hole is clogged, he should step inside as tight as he can jump. The fullback, on the other hand, is taught to drive at a certain spot, and if the hole is stopped up, he should step out.

The linemen should know these principles also and be permitted to block accordingly. Too often the coach believes that he has a dumb bunch of linemen, when, as a matter of fact, he has never given them an opportunity to think for themselves and play heads-up football. Diagrams 3, 4, 5 and 6 illustrate adjust-

ments which may be made by the lineman and backs under various conditions.

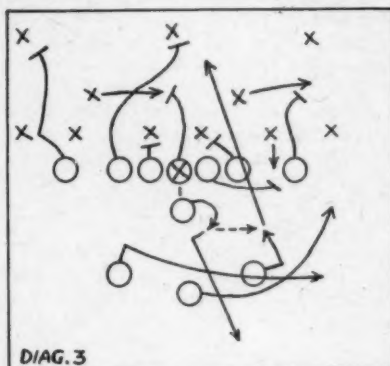
If a man is lined up in front, or to the outside of the offensive right tackle, the offensive tackle should block him to the outside, giving the left halfback a chance to step inside. In this instance the left guard would exchange assignments with the center.

Exact timing is an essential element of the T formation with a man in motion. It is much easier for the quarterback to get exact timing by starting his snap series of numbers with number one and counting consecutively. The quarterback can learn to associate the location of the man in motion with the numbers in the snap series. It also simplifies the snap series for other members of the team.

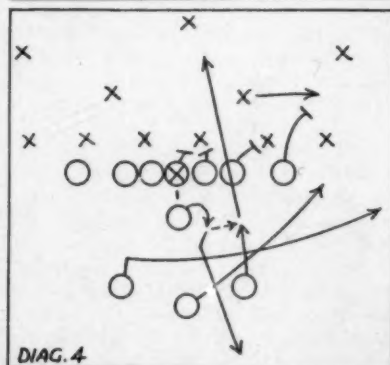
Offensive Plays

Besides having the linemen make adjustments after they have gotten to the line of scrimmage, it is a good plan for them to be permitted to give the quarterback certain information about the location of defensive men when this information is asked for in the huddle. This can be done in this way. The quarterback might ask a certain lineman which of two plays such as 45 or 46 is the better one to call. They can understand that the quarterback's strategy calls for either and they will take a great deal of pride in being able to use their heads and play smart football. For this same reason, few variations may be given the basic plays and the linemen may be allowed to decide among the particular ones involved which variations they are to use. Diagrams 7, 8, 9 and 10 illustrate play number 46 with its variations:

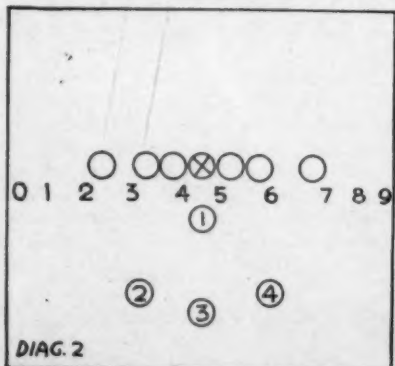
In play number 46, the left halfback, the man-in-motion, should take a step forward with his left foot, then go to the right. He should keep his left shoulder slightly ahead of the right, in order to give an impression that he is running away from the line of scrimmage. The right halfback should drive straight into the line, and at the outside hip of the offensive right tackle. The right halfback should run with his right elbow close to his side and with the forearm and hand extended and parallel with the ground. His left



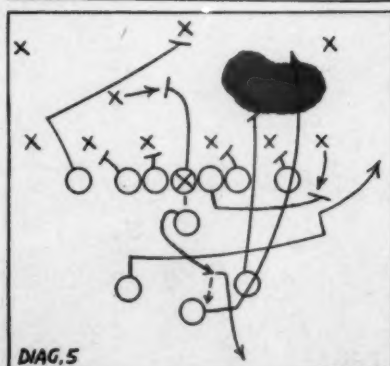
DIAG. 3



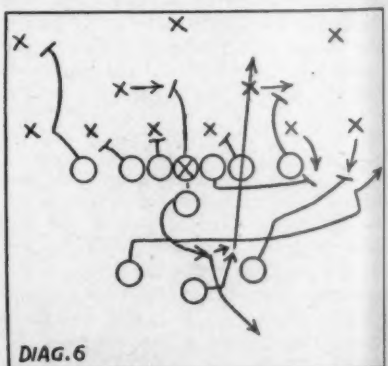
DIAG. 4



DIAG. 2



DIAG. 5



DIAG. 6

DIAG. 7

hand should be drawn back even with his hip. There might be a slight movement of the right forearm up and downward, with the right elbow in place as the back drives into the line. I call this semaphoring. The quarterback should place the ball into the halfback's stomach with his left hand. The halfback does not grab for the ball but merely folds his right arm around it and his left underneath it after it has been placed in his stomach. In the plays 46, 46A and 46B, diagrams 7, 8 and 9, the right halfback fakes to the right before driving straight into the line. He makes this fake by taking a quick short step with his right foot at a 45-degree angle and, at the same time, makes a fake with his head and shoulders. He then takes a hard, short, driving step with his left foot toward the outside hip of the tackle. These steps should be taken at a fast one-two count. The fullback starts with a lead step, as he fakes taking the ball on a slant play inside the left defensive end.

Play 45 may start with the man in motion or as is diagrammed. When the fullback is a powerful runner it is more desirable to use a split-buck arrangement and use the delayed play. On the other hand, if the fullback is fast and shifty, it is better to use straight ahead plays.

What to Tell the Quarterback

Some coaches run their plays in a series, having their quarterback do the same kind of thinking as a phonograph would. I cannot see the logic in such a procedure.

I go over the basic defenses against the T formation with my quarterbacks. I discuss the strength of each of my plays against the various defenses. We make a careful study of the wide plays, the delayed buck, the quick-opening plays, the pass plays and the kicking plays.

The T formation without a man in motion is perfectly balanced and quick opening plays are particularly effective anywhere along the line between the defensive ends. As a consequence, the defensive team must equally distribute its strength along the line, so that each lineman can protect his own territory.

The backers-up are "tied up" or held in place as a result of deceptive decoying of

backs who do not actually carry the ball. This situation prevents the backers-up from filling in holes properly. "Setting up" these backers-up momentarily, enables the offensive linemen, who are not making the opening through which the ball-carrier is to run, to block the backers-up while they

are trying to diagnose the play.

The halfbacks and the safety, on the other hand, are held in place as a result of the maneuvers of the quarterback who, after handing the ball to a ball-carrier, runs toward his own goal line with his back to the line of scrimmage, and fakes a forward pass. These three defensive men must protect against a forward pass, before supporting their own linemen and backers-up.

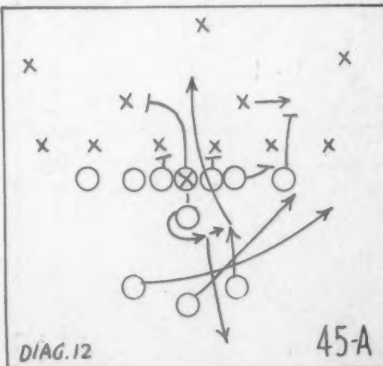
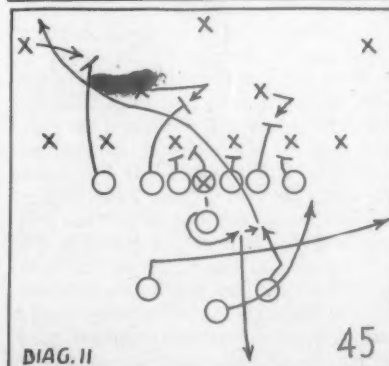
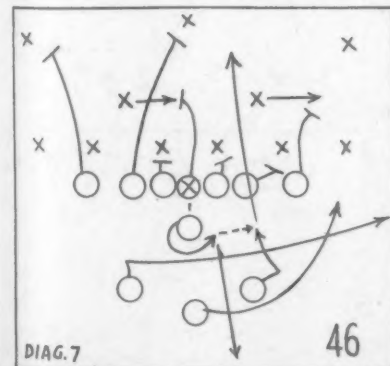
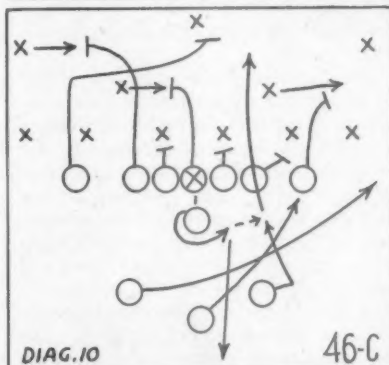
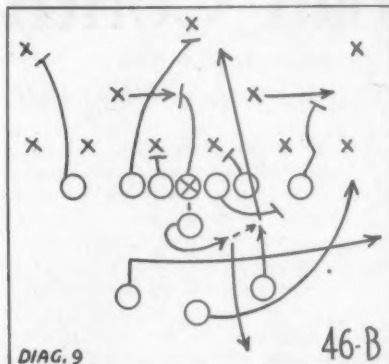
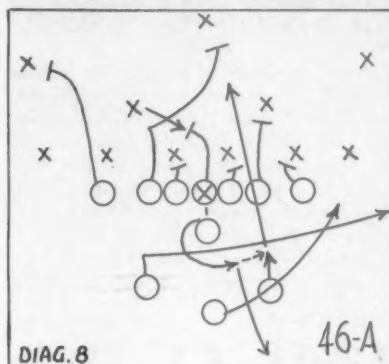
To strengthen the weakness of wide plays, when employing a T formation, coaches usually set a man in motion. After the man-in-motion set-up has been executed, the formation is particularly strong in the direction which the man-in-motion runs; on the other hand, the formation is no longer balanced. Consequently, an altogether different defense is required. This fact necessitates certain adjustments on the part of the defensive man to meet the strength of the new set-up.

The key plays of the T formation system are the fullback's two end runs, one to the right side of the field, the other to the left side of the field. In these particular plays, the halfback-in-motion blocks the defensive ends inward. The two plays are key plays to determine the adjustment which the opponents will employ to counter the man-in-motion. These two plays will be the very best ground gainers, if no adjustments are made by the defensive team.

On the other hand, if the defensive linemen and backers-up make adjustment, weaknesses will result. The quarterback should observe closely adjustments being made while he is calling his snap series and during the time he is handling the ball from the center.

There are several maneuvers which the man-in-motion uses on various occasions. He may block in the defensive end. He may fake a block at the defensive end and block the defensive backer-up. He may fake a block at the end or the backer-up and cut in behind him for a forward pass. He may, by stationing about six yards behind his line of scrimmage, take a lateral pass outside the defensive end, or he may go out 15 yards beyond the defensive end and stop.

If the defensive end on the side of the



man-in-motion floats out to protect himself against being blocked inward, the quarterback should run the fullback play just inside the defensive end.

When the defensive tackle moves out to protect himself from being blocked inward, quick opening plays by a halfback or power plays by the fullback between the defensive guard and tackle should be used. If the defensive guard on the side of the man-in-motion moves out so as to protect himself against being blocked inward, the quarterback sneak or quick opening plays by the halfbacks or fullback should be used.

This same principle should be adhered to right on down the line. The quarterback should take advantage of a crashing weak side end by using a wide play after properly setting it up, a play to the strong

side. The weak-side halfback cannot defend against this type of play successfully, if he protects his territory properly against passes. If he is stopping the wide play, passes over him should be successful. The defensive center is not in position to support defensive weak-side end on wide plays without making himself vulnerable to quick opening plays between the defensive tackles.

If the defensive team plays its tackles inside of the offensive ends and crashes to stop the off-tackle plays, the backers-up and halfbacks are depended upon to stop the wide play. In playing against this particular set-up, the man-in-motion should, from a flanker position beyond the defensive end, block in the defensive backer-up, leaving the ball-carrier only the problem of running wide around end with

one blocker to handle the halfback.

If the defensive end on the side of the man-in-motion moves out with the man-in-motion, an off-tackle play over the position vacated by the defensive end covering the man-in-motion, should be used, or a deep pass to the man-in-motion covered by the defensive end.

If the defensive left halfback covers the man-in-motion to his side of the field on pass plays, passes can often be completed behind the left halfback, if the safety does not move over and support the defensive halfback's vacated position properly. Lateral passes can often be successfully made to the man-in-motion in the flat at a position fifteen yards beyond the defensive end and three yards behind the line of scrimmage. This pass is indicated when

(Continued on page 14)

Basketball Continuities

By Clifford Wells

Basketball Coach, Logansport, Indiana, High School

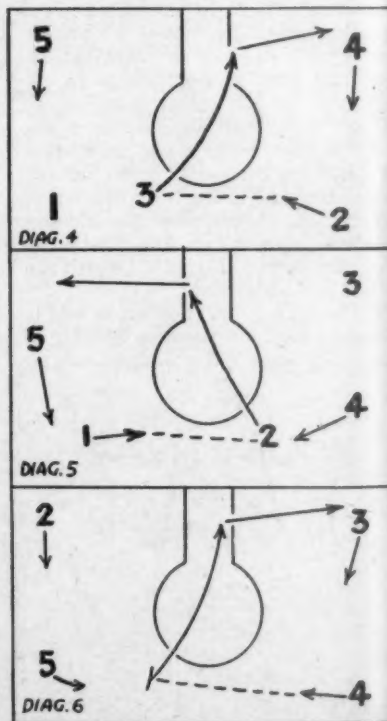
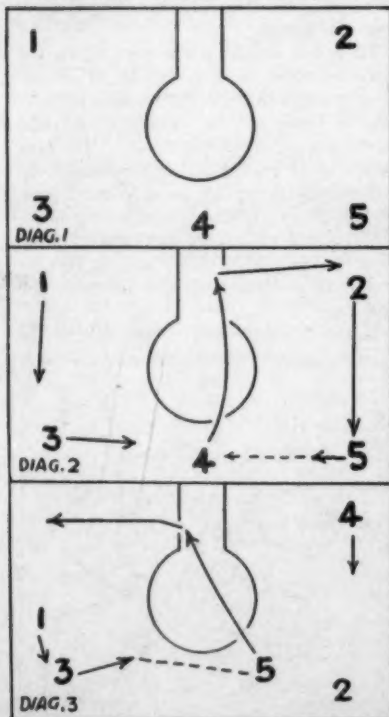
BASKETBALL continuities are used most successfully by the teams that use a slow set-style of game. Some fast break teams, however, make good use of a continuity, when they fail to get the desired situation for a shot at the goal. There are many different continuous action plays, but I want to diagram and explain our "Loganberry" continuities in this article.

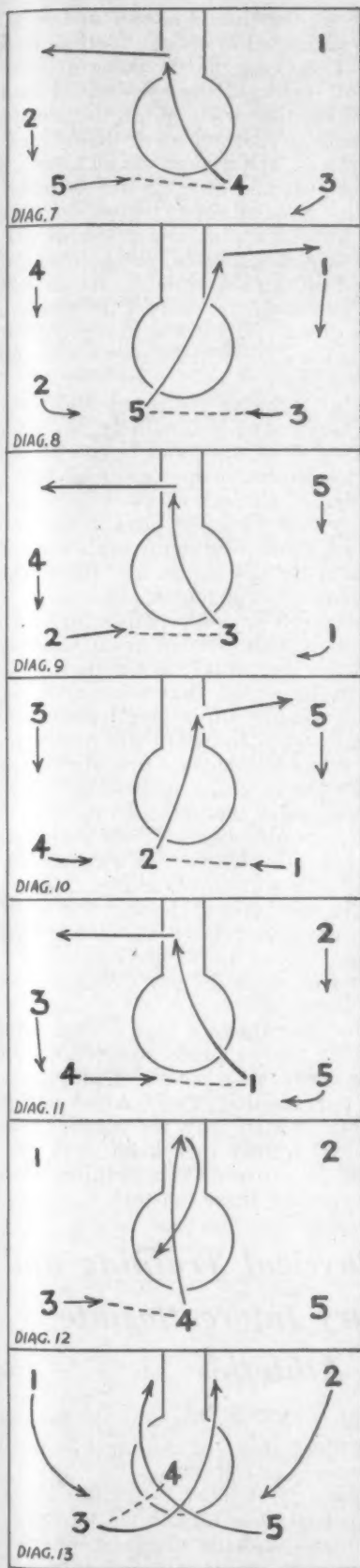
Our most successful continuity is our

figure eight with its variations. This play is very valuable to any coach as a fundamental drill, as an offensive play or as a stall game or possession game. We give this set-up ten to fifteen minutes every practice period. It is the best fundamental drill we have for teaching ball-handling, timing cuts for the goal, change of pace, spot or lead passing and meeting of passes. The drill gives boys stamina and endurance and helps teach the lay-up shot, when the players are going in with the greatest speed.

This five-man figure eight with three out and two in gives a team a good pass-and-cut game with an equal distribution of the five players over the front court and leaves the middle lane to the goal open for the cutting. The positions on the floor that are the spots to move into are shown in Diagram 1. The movement starts when our team has tried a fast break and we have failed to get our shot, or when we have brought the ball down slowly and got set in our positions as in Diagram 1. The ball moves to the player cutting from the side line and the passer cutting for the goal. If the passer gets open, he should be given a lead pass as he goes to the corner of the front court on the opposite side of the court, from which he cut, as in Diagram 2 player 4 passes to 5 who meets the pass. Four cuts for the goal and, if open, receives a lead pass from 5. If 4 does not get open, he goes to the right corner. Player 5 now passes the ball to 3 and cuts for the goal. If 5 does not receive the pass, he cuts to the corner as shown in Diagram 3. The play continues as is shown through Diagrams 1 to 11 inclusive. Should your opponents play away from you, good medium length shots may be taken, or if

they use a "pressure" defense, the short shots should be gotten. This play is very good, if you have a lead going into the last stages of the ball game. It is a good stall play and will make a zone defense come out and play man for man if they get a chance at the ball. When each player has played each spot and moved as he should, the action has gone through a figure-eight movement.

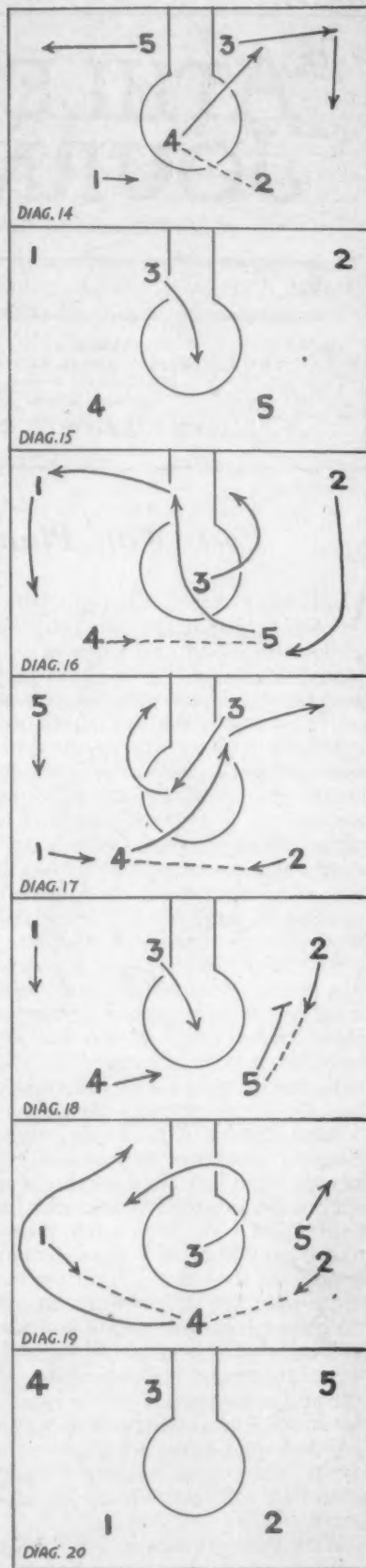




A good variation of this play which will set up a post play is shown in Diagrams 12 and 13. If player 4 is a good pivot-player, and passes to 3, then cuts for the goal but does not get open, he turns quickly and comes out from under the goal and receives the pass from 3. Then, as 3 passes, he cuts for the goal, as shown in Diagram 13, and player 5 cuts in behind 3 and the two players cut in under the goal as players 1 and 2 come back for medium-length spot shots. Should the play fail, the action can go on as shown in Diagram 14. If player 4 passes out to 2, he goes to the corner on that side of the floor and the figure eight-movement keeps going. I use this play and have my speed boys cut and go to the corners, while my tall players cut to the goal, then come out and set up a post. If the defense keeps the post man from getting the ball, he goes to the corner to which he should have gone, if we were passing and cutting in figure eight only. Should a team have one large boy who is a good pivot boy, but cannot move in such a continuity, then here is a four-man figure eight continuity that may be worked successfully. Diagram 15 shows the players in their spots; player 5 has the ball, and 3 comes out to meet the pass, and gets the ball. Players 4 and 5 cross over and go in on either side of 3 as was shown in play Diagram 13. If 3 does not receive the ball, he moves out of the center lane, and 5 passes to 4, and cuts for the goal. If open, 4 passes to 5. If 5 is not open, he moves to the corner as shown in Diagram 16, and 4 looks for a pass to the pivot-player 3, as he comes out to meet the pass again. If he receives the pass, the two players who are out in front cross and cut in on either side of the pivot man. If 4 cannot get the ball in to 3, then 3 moves out and around under the goal, and 4 passes to 2, and cuts for the goal. If he does not receive the pass, he goes to the corner as is shown in Diagram 17.

Should the opponents jam or zone the free-throw area to guard the tall pivot player, then a spot shot-play develops as shown in Diagram 18. Player 5 tries to pass to 3 as he comes out, but finds the opponents zoned in so that he cannot get the ball in to 3. He quickly passes to 2 and screens for 2 who tries to get a spot-shot. Player 4 moves to the center of the court, so that if 2 does not get a shot, he passes to 4, who in turn passes to 1, who meets the pass. Player 3 moves with a new set-up developing as shown in Diagram 19.

As 2 passes to 4, 3 turns, goes under the goal and comes out to set up a post on the side of the free-throw circle. Player 4 goes out around 1, and if player 3 gets the pass, he has 4 cutting in for the goal or a turn for a right-handed pivot shot. If the play does not work out, the players assume positions as in Diagram 20 and continuities continue.



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JOHN L. GRIFFITH, Editor

Post War Planning

WE have called attention from time to time to the fact that the men who are conducting the school and college athletics of this country should be giving thought to the kind of physical training that we should have in the post-war days. There are two reasons that we especially wish to mention at this time as to why we should be thinking about these matters, first, the planning committee in Washington will undoubtedly make some recommendations regarding post-war education, including post-war physical training and, second, there is always danger that some group may present some plan and bring about its adoption, before the plan in question has been thoroughly discussed and approved by the American people.

By way of illustration, we were told that a certain group of educators some time ago was asked to advise a government agency on certain educational matters and at the end of the agenda was listed the matter of intercollegiate athletics. These men, according to our information, spent a very busy day studying carefully the questions submitted to them, until late in the day, when the meeting was about to break up, someone called attention to the fact that the last item on the agenda, the one pertaining to intercollegiate athletics, had not been disposed of. Without much, if any, discussion, this matter was hurriedly passed upon and the recommendation that this committee made was followed in the main by the government agency in question.

To approach this question of the kind of physical training that is best for school and college students, one might properly consider the lessons of the last war and our experience from the time of the armistice in 1918 until our present war started.

If we could agree wherein our greatest mistakes lay in that period, we might then be able to agree as to how athletics should be conducted when this war ends.

With these things in mind may we suggest one point for consideration. Some people talk about

big-time athletics or big-time football and dwell upon the excesses practiced in college football back in the twenties. They feel that if these excesses were eliminated or lessened, then we would have remedied the mistakes that we made in those days.

By excesses in college football we probably mean the post-season games, the money spent unnecessarily for training seasons, the practice of subsidizing athletes, etc. Now all these matters pertain to intercollegiate athletics and intercollegiate athletes. If all post-season games were abolished, if every team played only a schedule of, let us say, seven or eight or nine games a year, if the practice of paying players in the institutions that pay their players for playing were abolished, there would still be a fault to be remedied.

We refer to the matter that the Army and Navy have at different times stressed, namely, the poor physical condition of so many of our boys who had never received adequate or proper physical training when they were of the school or college age. There are generally two classes of boys in the educational institutions, those who enjoy athletics and voluntarily come out for the teams, and those who do not much care for athletic sports.

The excesses referred to above affect only the first group, whereas it is the second group that the Army and Navy have been thinking about.

We hope that the mistakes that were made by college men in the conduct of intercollegiate athletics in the years between the wars will not be repeated after this war ends but we are also interested in knowing what is going to be done about more physical training for the lads who do not engage in intercollegiate athletics of their own free will and who, as a result, are very often unfit for military service when a war comes along.

We, of course, are cognizant of the fact that many of the causes of rejection related to defects that could not be eliminated by physical training programs and procedures, such defects, for instance, as bad eyes, bad teeth, etc.

To conclude, the thing that we fear is that some planning board will try to place restrictions on school and college sports as a means of aiding the boys who had not participated in school and college sports. This is the reason why we suggest that American school and college men keep their eyes open and be ready to express their opinion when the time comes regarding these matters.

Required Physical Training and Voluntary Intercollegiate Athletics

NAVY V-12 Bulletin No. 86 issued by the Bureau of Personnel and signed by Admiral Randall Jacobs, Section 4 reads as follows:

"Section PT3, page 23, of Navy V-12 Bulletin No. 2 is hereby modified to allow other than first-year, first-term V-12 enlisted students who may voluntarily participate in intercollegiate athletics, to substi-

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tute such participation for the required Basic or Maintenance physical training programs provided the Commanding Officer approves such substitution. In such cases, however, there must be participation in: (1) the daily twenty-minute morning exercise period; (2) one hour per week in Basic Company Movements (during first semester); and (3) the prescribed swimming program. It is expected that the time devoted to participation in intercollegiate sports will approximate that required in the Basic or Maintenance physical training programs."

This ruling by the United States Navy is of interest because it recognizes the fact that men can get physical training of the sort which contains the various values that one expects from physical training activities in the form of sports as well as in other ways. It means that a V-12 man may voluntarily participate in intercollegiate athletics and substitute that participation for required physical training.

Following the example that the Navy has set, the newly elected Superintendent of Public Instruction for the State of Illinois, Vernon L. Nickell, and the State Director of Physical Education, Ray O. Duncan, have announced that Illinois high school boys may substitute a varsity sport for physical education. This means that boys may be excused from their physical education classes for the duration of the sports season. We are not inclined to quarrel with Mr. Duncan regarding the use of the term "physical education" because we know that he and all of the other men of any standing believe that physical education should, and does, consist in part of sports of all sorts.

This action on the part of Illinois may be a vindication of liberal action that we hope will be taken by other states. As has so often been mentioned, the American boy likes to get his physical training in terms of competitive sports, and since it has been definitely and conclusively proven, that from a physical standpoint, he can acquire the same developmental values, as he might have derived by participation in formal activities plus certain values that he would not have received, had he participated in formal activities, we may hail this action as one of far-reaching consequence.

We congratulate Superintendent Nickell and Director Duncan on their good judgment in taking the lead in this matter.

The Spirit of Enterprise

ONE of the most challenging books that has come off the press in recent times is *The Spirit of Enterprise*, which was written by Edgar M. Queeny. Mr. Queeny exposes the philosophy advocated by Veblin in his *The Theory of the Leisure Class*.

The Nation's business for October, under the heading, *Diagnosing a Reformer*, calls attention to many of the things that Mr. Queeny has said concerning the Veblin philosophy. The thing that interests us most, perhaps, is this man's opposition to competition. According to Mr. Queeny, Veblin carried his animus against competition even to the extent of grading all of his students with a C, whether

their work was good or bad. Regarding college athletics, Mr. Queeny wrote:

"College athletics, he inveighed, were fostered by business men to indoctrinate students with the love of competition. He stated that the habitual employment of umpires and 'the minute technical regulations governing the limits and details of permissible frauds' indicated that games tolerated fraudulent practices and 'a calloused disregard of the interests of others, individually or collectively.'"

We have frequently called attention to the fact that socialism and communism are supposed to level down society. This is the reason why the socialists do not like competitive games. Where there is competition, the best will rise to the top. The socialists insist that, whenever men succeed above their fellows, it is at the expense of those who did not likewise succeed. In other words, if Rockefeller and Chrysler, Ford and the other industrial champions had not been allowed to succeed in a big way, then you and I would have enjoyed more success than we have enjoyed.

Of course the men who have been engaged in competitive athletics quite naturally believe in competition. They do not want the champions to be handicapped, but rather they strive to develop themselves so that they in turn may defeat the champions.

It has been suggested before that, when the history of this war is written, our people generally will realize that our school and college athletics were an asset to the war effort and not a liability; they were an asset because they kept alive the spirit of competition; they taught men to fight their own battles on the football field, on the running track, and on the basketball court. In short, athletics helped these men to get the training needed by all of our military men.

It has not been suggested, at least not often, that our competitive sports will, in the future, be looked upon as more of an asset even than they are today because of the philosophy underlying these sports. The athletic philosophy is the antithesis of the communistic philosophy. There may have been a few misguided athletes who listened to the organizers visiting the schools or colleges, and who embraced the Karl Marx doctrine, but we may be sure that there were very, very few such as these.

On the other hand, the youth of America, having grown up, believing in the athletic traditions, and having been indoctrinated with the athletic philosophy, unknowingly perhaps and unconsciously, has stood as a bulwark against the spread of the philosophy such as Veblin and others have advocated for our people.

Attention has been called by a great many to the thought that our boys who are fighting on all the different fronts of the world do not want to come back to a new America; they want to come back to the America that they knew and loved, before they put on their uniforms and sailed for foreign fronts.

Human nature changes very slowly. This was true after the other war and it will be true after this war. Our boys who have been engaging in the stiffest competition that the world has ever known will welcome competition carried on in a friendly way when they return.

Suggestions from the Coaching School of the Texas High School Football Coaches Association

(Continued from page 10)

the man-in-motion is covered by a defensive halfback who stays more than eight yards behind his own line of scrimmage. On the other hand, if the defensive halfback moves up close to the line, in covering the man-in-motion, he can break past the defender and receive a long, high pass behind him.

If the backers-up adjust to cover the man-in-motion by sliding over in the direction of the man-in-motion, flat zone passes can be successfully made to the fullback breaking to that zone and taking the pass about ten yards past the defensive end. The end on that side should draw the defensive halfback on that side by decoying him deep.

Diagrams 13, 14, 15 and 16 illustrate a few forward pass plays from the T formation.

End Play

By Joe Davis

Assistant Football Coach, Rice Institute

We employ the single-wing formation. Coach Neeley and his staff of assistants spend a great deal of time and go into a great amount of details in teaching fundamentals and in working out drills and schedules to teach individual position play. I have been with Coach Neeley since 1924 and have found that he spends more time on details than most coaches. I have also observed that this extra work has paid big dividends each year as the season grows old.

Offensive End Play

The first consideration of an offensive end pertains to his stance. His stance should be one that will enable him to move forward, backward, or to either side. It should be one from which he can get a quick charge across the line of scrimmage, and from which he will be in a position to do a good job in blocking the defensive tackle.

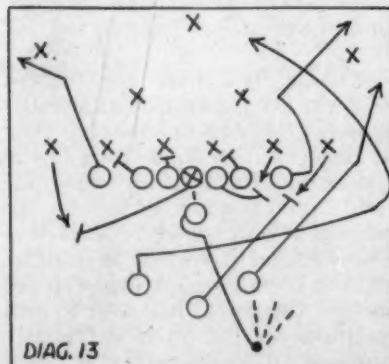
To obtain a proper stance, the end should take an erect position with his feet about as wide as his hips, and with his right toe even with his left heel. From this position, he should squat straight down and take a three-point stance with his right hand on the ground. Most of his weight should be on the balls of his feet with very little on his hands. His knees should be as wide apart as his feet, and his heels should be over his cleats. His tail should be fairly high and his head and eyes always up. His feet, body, neck, and head should be pointing straight ahead. He should be in a position that is comfortable. At least twenty minutes should be spent on offensive end play every day.

In teaching our ends to block, we first arrange them in two parallel lines about one yard apart, facing each other. The ends on one line are then instructed to take their proper stances and, on a signal, shoot their shoulders into the thighs of the men opposite them. Coach Frank Leahy of Notre Dame uses this procedure in teaching his linemen to block; he, however, prefers to call the initial movement a "lunge." In shooting the body forward and gaining contact with the opposing end, the blocker should not move his feet. It should be stressed that the end can get a quicker charge, by using a stance with his tail

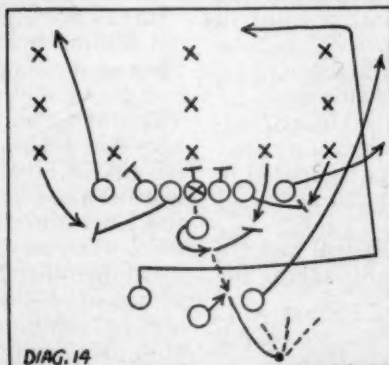
fairly high. He should be told to look straight ahead, so as to see everything in front of him, and so as to never tip off a play. In this introductory step in teaching the ends how to block, they should be instructed how to use their heads in blocking a defensive man, stressing the value of the use of the head in turning and moving the opponent. By following suggestions, the offensive end will form a habit of hitting his opponent with that part of his shoulder next to his head and will be able to do a better job of blocking. It is during this preliminary work that we also teach our ends to use their forearms and elbows as a sort of self preservation and also as an extension of the blocking surfaces of their shoulders.

After the ends have worked on their stances and have spent some time in learning how to shoot their shoulders into their opponents with their bodies behind their shoulders, they are ready for the next step in learning how to block, that is, foot movement. The practice drill for this purpose is the same as the one just described, except the end will move his rear foot up simultaneously with his charge. The reason for moving his rear foot first is that, if the forward foot is moved on the first step, there is a wide spread of the feet which is contrary to the basic principle of keeping the feet fairly close together, so that short, powerful steps can be made. Then, the end is given practice in charging into the opponent with short, powerful steps, trying to get under his opponent and lift him up into the air, as he drives him laterally or forward.

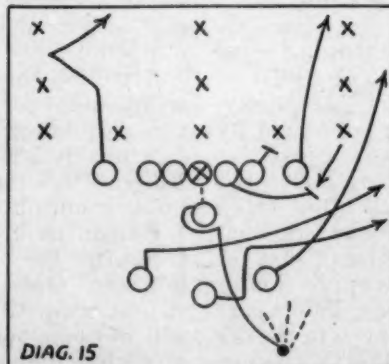
The end should be given a great amount of straight-ahead charging. Too much stress cannot be placed on getting away quickly with a wide base and with his head up. In most cases, we try to move our opponents laterally, in order to make a "long gainer" out of the play. Coach Neeley has been very successful with individual blocking on certain plays. The



DIAG. 13



DIAG. 14



DIAG. 15



DIAG. 16



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end, however, blocks with the wingback on some plays and also with the outside tackle on certain other plays, in moving the defensive tackle. The ends should be given work every day in blocking the defensive tackles.

Double-Teaming on the Tackle

In working with the wingback in double-teaming the defensive tackle inward, the right offensive end shoots his head into the crotch of the defensive tackle, closing the seam between the end and the wingback, and keeping just a little pressure on the wingback, as he keeps in contact with him. The end takes his first step with his right foot, in obtaining contact with the tackle. The wingback also takes his first step with his right foot, then follows up fast with his left foot, as he shoots forward, then laterally, using a high shoulder block, in moving the tackle laterally to the left. In many instances, the defensive tackle will be driven into his team mates who have slid toward him and the "draw" of the play. In case the defensive tackle plays wider than normal, both the end and the wingback will make their first step slightly lateral to the right, before contacting the defensive man.

If the defensive left tackle plays inside the offensive right end, the wingback can go immediately for the defensive fullback. The offensive end should be able to block the tackle by himself. If the tackle is slashing across the line of scrimmage aggressively, the end should cut him down with a delayed cross-body block. If the tackle plays the end, or if he is playing a waiting game, the end should go after him aggressively, using a left shoulder block to take him in. In using this method, the end should shoot his shoulders across the line, and keep his feet as he lifts and drives the defensive man laterally, and away from the path of the ball-carrier.

Diagram 18 illustrates a drill, used to teach our linemen to keep their feet churning as they attempt to keep contact with an opponent:

The weak-side end will usually find the opposing tackle playing on his right shoulder. There are two good ways of blocking this defensive tackle in. One good method is for the end to pivot backward slightly with his right foot, and meet the defensive tackle with his left shoulder, before whipping into a reverse cross-body block and cutting him off from the path of the ball-carrier. The other method is for the weak-side guard to double-team with the left end in blocking the tackle.

Blocking Line-Backers

Some time should be spent each day in teaching the ends to block the line-backers. Often linemen do not understand the importance of blocking men in the secondary. Once, one of our better Clemson

backs told the coaching staff that, if the team could block the defensive tackle, he believed he could get away from the secondary. After the next game, he remarked that, if the blockers would block the line-backers, he believed that he could out-manuever the defensive tackles. After the

second game, he commented to the staff that, if the team would block the defensive men out of his path, he believed he could do a good job of running with the ball.

In blocking the defensive line-backers, the end should use a body block with his head to the inside, so as to pin the defensive man. We call this block the pin block, because of the fact that the end tries to pin him in position. Diagram 19 illustrates the positions which the ends should take in blocking the secondary.

Drills for Offensive Ends

The footwork which an end should use, to get away from a defensive man, who is trying to hold him, is very simple. He should use a cross-over step with his inside foot and move laterally down the scrimmage line before going down field. It is very difficult to keep a good receiver from going down the field. Diagram 20 illustrates the various courses an end may take in eluding a defensive halfback.

When an end fakes one way and goes another, he should fake with his foot, his shoulders, his head, and his eyes, before breaking in the opposite direction.

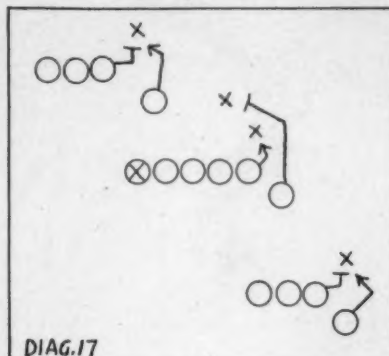
In using the buttonhook, the end should run as fast as the halfback as he can. He should attempt to make the defensive man think that he is trying to run over him. As soon as the defensive man starts retreating, the receiver should come to a jump stop, pivot around and come back toward the passer. The ends will usually find that the correct place to make the buttonhook is about eight yards from the line of scrimmage.

The other maneuvers illustrated in Diagram 20 are self explanatory. Players should go through routine maneuvers and fundamentals, until they become habitual with them. If enough time is spent on the details of fundamentals, the players will not have to do much thinking during the games.

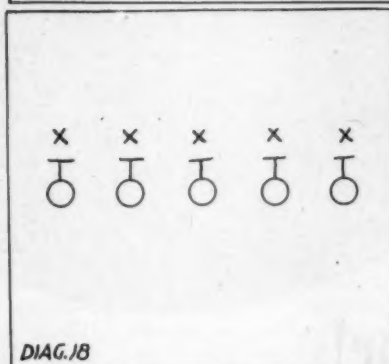
One of the greatest faults of a receiver is that of taking his eyes off the ball as he is about to receive it. A good drill to aid the receiver to keep his eyes on the ball is one in which he catches the ball with one hand. It is absolutely necessary for the receiver to keep his eyes on the ball if he is to catch it with one hand. For this reason we have a drill in which the ends catch the ball with one hand.

Another drill that we use for our pass-receivers is one in which the ends are arranged in a huddle and a football is thrown into the huddle. Then players contest each other for possession of the ball. (Diagram 21)

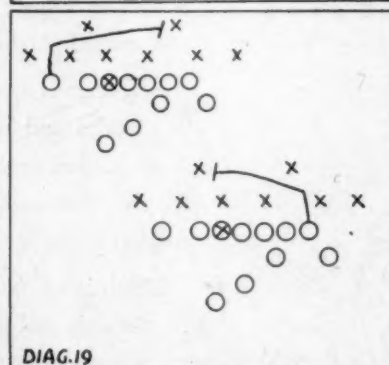
Another drill which we give our ends is the pulling-out drill. The ends should be given practice every day in pulling out of the line. The strong-side end uses this exercise in learning how to pull out to lead reverses. The weak-side end derives bene-



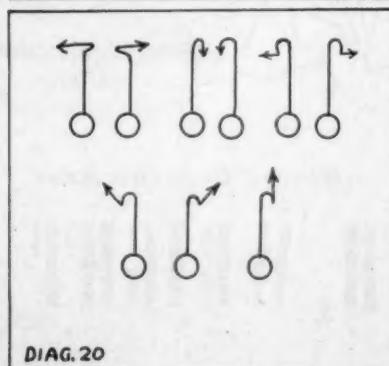
DIAG. 17



DIAG. 18



DIAG. 19



DIAG. 20

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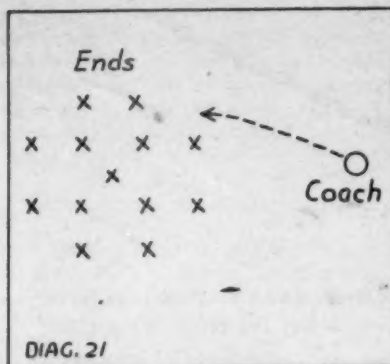
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fit from this drill because of the weak-side end-around play on which he carries the ball.

The ends should be given plenty of practice in covering punts. Timing on the coverage of punts is very important.

Offensive Formation

Diagram 22 illustrates the exact location of the various members of the team when they are in the formation from which we run our plays at Rice.

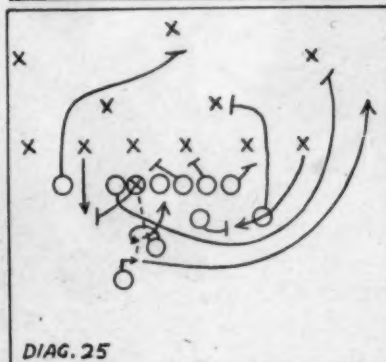
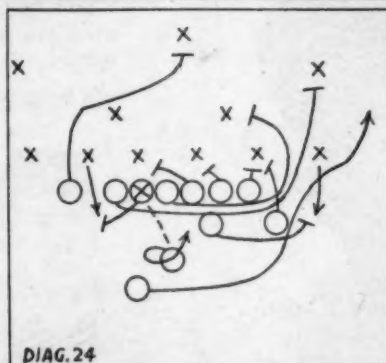
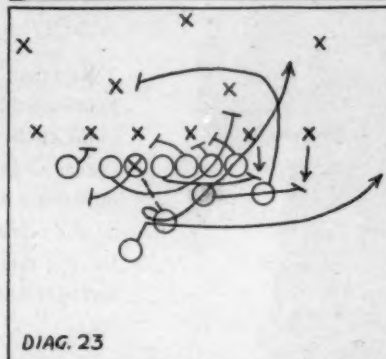
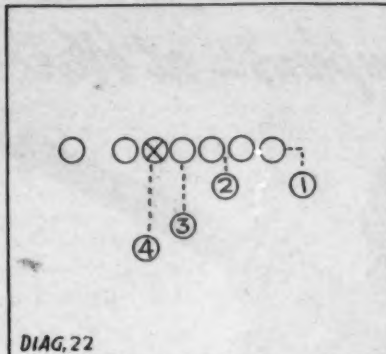
The tailback is located with his right foot directly behind the center and five yards behind the line of scrimmage. The fullback lines up directly behind the right guard, four and one-half yards behind the line of scrimmage. The blocking back lines up between the two tackles, just far enough back of the line to be able to hit the tail of the outside tackle with the tip of the fingers of his right hand. The wingback always lines up one yard to the right of his offensive right end, and one yard back of the line of scrimmage.

Personnel

The fullback is the spinner from this formation. He should receive the ball on spin plays, just to the left of his left knee which makes the ball come almost between the tailback and the fullback.

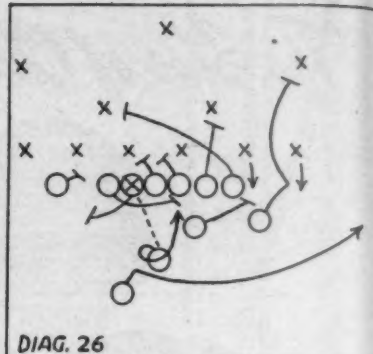
The left end plays out from his weak-side guard about four feet, and the right end takes a position in close to the outside tackle.

The left end should be the faster. He should be an excellent pass-receiver and an average ball-carrier. The right end should be the better blocker. He should be one of those fellows who take a great deal of pleasure in hitting big tackles. Both the right and left ends should be good defensive men; the better defensive end, however, should be the left end. The left tackle, should be a rough-and-ready boy with lots of determination and guts. He should be the strongest defensive lineman. Most all strong basic plays are directed at this man's position. The right tackle, must be very good at turning men. He should have a quick, powerful charge. The right guard, should be the fastest man



in the line. The center should be a good snapper. He should be given a great deal of practice in snapping the ball. It is imperative that he be a good line-backer. The left guard must be a good shoulder blocker. He should be very strong on defense.

The number 1 back, the wingback,



should have lots of speed. He should be a fine pass-receiver, a good ball-carrier, and a good faker. These qualifications are more essential than blocking ability. We believe that, if we can make the defense respect his ability as a ball-carrier and receiver, he will not need to be an extraordinary blocking back. The number 3 back must be a good dependable football player. He should be the poker player type of back, able to make passes look exactly like runs, etc. He should think of every play in terms of a run, and make his passes look like runs. The number 4 back, the tailback, should be a good running passer. He should be able to punt, and should be one of the best broken-field runners on the team. The number 2 back, the blocking back, should be the best blocker in the backfield. It is desirable that he be a little larger than the other backs.

Offensive Plays

Diagram 23 illustrates a spin play, just inside the defensive left tackle. In this play, the fullback steps forward with his right foot, placing it almost in front of his left foot, and almost at right angles to it. The tailback at the same time, steps with his right foot toward the fullback. He then uses a cross-over step with his left foot, as he fake-takes the ball from the fullback. The tailback drops his left shoulder, as he fakes carrying the ball wide around the left defensive end. The fullback pulls his left foot back around, completing a spin, before driving hard just inside the defensive left tackle. Since the hardest place to trap a defensive lineman is on the line of scrimmage, the right guard should drive for the defensive left tackle at that spot.

Diagram 24 illustrates an off-tackle play which is a companion play of the one just described.

In this play, the fullback goes through the same maneuvers as before. In this case, however, he actually gives the ball to the tailback. There should be a slight pause as the tailback gets the ball. He should put the ball away, as he steps with his left foot. As he cross-steps with his left foot, he should drive down the indicated path with all the power that he pos-



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Now, with America determined to *fight to the death* for the things we hold dear, we cannot neglect these *human machines* upon which we depend for victory.

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the *strength, the skills and abilities* that will assure him a better chance to win—and to come home from the war with a sound mind in a sound body.

The boy who can run a little swifter—who can leap into a foxhole or trench a fraction of a second quicker—whose hands and feet and brain work a split-second faster—will be a more competent and resourceful fighter because of that greater agility. In America's competitive sports—on our sandlots and on our school, college and university playfields, he can get this priceless training. See that he gets it.

We need a Coach in every home where there are *war-workers and civilian workers* on the Home Front. A Coach with a mother's deep interest—a wife's love—to keep these indispensable men exercising—playing their golf, tennis, badminton, softball, volley ball; doing their calisthenics, taking walks, gardening, etc. They, too, must be kept strong for the job ahead of us during the war and *after* the war.

We need a Coach in every home where there are growing daughters—a Mother-Coach. She must see that they develop the health and vitality—through regular exercise—that America's women must have to meet the problems of the war and the postwar age.

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esses. He should not be given too many options, and a careful study should be made concerning the number of steps that he should take, before cutting up the field. The men who are to block the line-backers should look for the defensive men, whom they are to block, from the time they pull out of the line, until they get in contact with them. This point was stressed by Coach Whitworth of Georgia during the coaching school last year, and I have found the suggestion very helpful.

Diagram 25 illustrates a spin play and a hand-off with the tailback taking the ball wide around the left defensive end.

The blocking assignments, with two exceptions are the same as the play just described. The blocking back takes the defensive left end in, and the wingback is sent after the defensive fullback, leaving the right end to handle the defensive tackle alone. This should be used when the defensive left end crashes. Diagram 26 illustrates a trap spinner over the center of the line.

The Triple Wingback

by Captain E. P. "Chick" Coleman
Football Coach, Wentworth Military College

There are thirty-five schools in the United States which employ the triple wingback formation. I have been given credit for the development of this formation, but I should like to correct this impression.

Just prior to the untimely death of the great football strategist, Coach Knute Rockne, he had spent some time on a study of the possibilities of a set-up of this kind. The person, outside of Rockne's immediate family, who, perhaps, was closest to the beloved coach was Coach Jack Chevigny, who later coached at St. Edward's University and The University of Texas. Mrs. Rockne, upon finding among Coach Rockne's personal files a notebook of diagrams and plays, with which he had been experimenting, gave it to Coach Jack Chevigny.

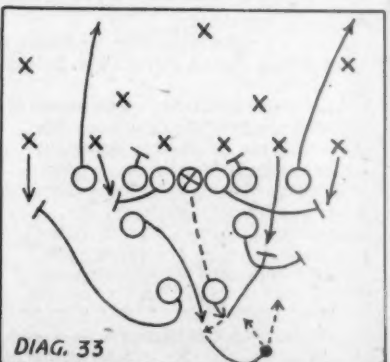
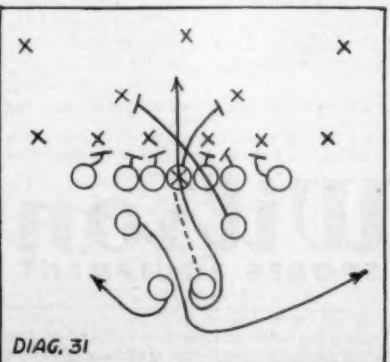
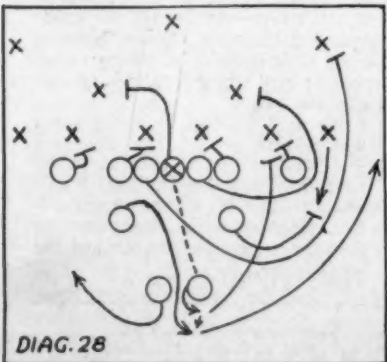
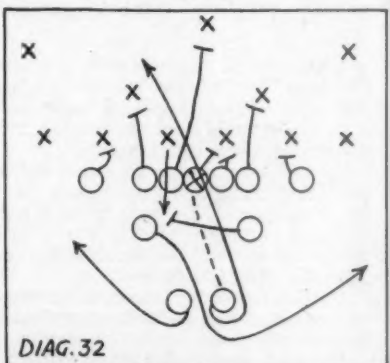
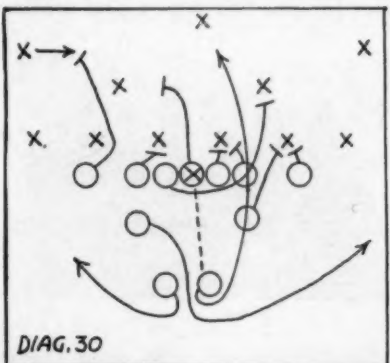
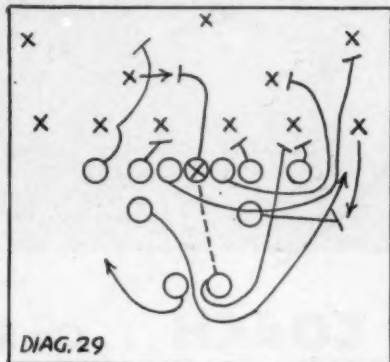
I was a freshman at Notre Dame during Coach Chevigny's last year, and transferred to St. Edward's University when he left Notre Dame to take up his duties as head coach at St. Edward's. Coach Chevigny experimented with the triple wingback formation during my playing days with him. After I started coaching, Coach Chevigny gave me a

copy of Coach Rockne's notes on the triple wing. I immediately started making a study of the formation. My contribution to the set-up is the initial positions of the two tailbacks who assume a stance with a half spin already made. This position corrected a fault which had not been smoothed out before in the execution of the triple spin.

Diagram 27 illustrates the exact locations of the members of a team using the triple wingback formation.

One and two backs are located directly behind the tackles and backs 3 and 4 take positions four and one-half yards back of the offensive guards with their inside legs extended in a half-spin position. The hands of the deep backs rest easily over the knees of their forward legs. Their stance, however, is not cramped; the weight is carried over the front leg. The center aims his pass knee-high to either of these men. The back who gets it comes up under the ball with both hands, thus preventing any possibility of a fumble.

As the ball comes back, both men step forward with their outside legs. The legs are not brought too closely together, however. The front legs are kept farther apart than the rear ones. This enables back 2 to slide through more easily. The latter comes back in the direction of the indicated path. To get perfect timing, the deep backs must spin simultaneously and back 2 must close the gap a split-second later. The success of every play depends upon the speed and dispatch with which these three men go into and come



out of the spin. The opponents should never see the ball. All they can see, when the spin is executed properly, is a few broad backs. Player 2, on the snap, crosses over with his left leg, whips back toward the ball, and flits between the deep backs, thus obscuring the ball from the opponent's view. After completing the spin, the backs have many options. Back 3 may go to his side of the line to block, run the end, or tackle, or go down for a pass. Back 4 may crash over the middle, guard, or tackle, block, or go down for a pass. Back 2 may pass, sweep the end, or tackle, or block.

Back 1 must be a fast, shifty end-runner and a good passer. Back 2 must be a fine blocker and an excellent receiver of passes. Back 3 must be a hard runner and a good pass-receiver. Back 4 must be a rugged line-backer, a hard-driving fullback, a good pass-receiver, and a good blocker. Diagrams 28, 29, 30, 31, 32 and 33 illustrate plays from this formation.

Outstanding Features

Some of the outstanding features of the triple wingback formation are as follows: 1. Four and often five men can be sent down under passes. 2. It is a recognized fact that it is three times as deceptive as any formation using a single spin. 3. The formation makes the triple threat. 4. A team can outman the defensive team at the point of attack. 5. There will be three boys employing deceptive acting, instead of one or two.

Group Drilling of Linemen

By H. C. Gilstrap

Line Coach, University of Texas

Because of limited space only one subject, that of the group drilling of linemen could be printed from Coach Gilstrap's discussion of line play.—Editor's Note.

Some feel that there is much of magic and secrecy in coaching football. Some worry a great deal about foot movement and elbow movement and spend much time in studying these points. Coaches often try to find just the right maneuver and mannerisms the linemen must use to stop the offensive backs on their side of the line of scrimmage.

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esses. He should not be given too many options, and a careful study should be made concerning the number of steps that he should take, before cutting up the field. The men who are to block the line-backers should look for the defensive men, whom they are to block, from the time they pull out of the line, until they get in contact with them. This point was stressed by Coach Whitworth of Georgia during the coaching school last year, and I have found the suggestion very helpful.

Diagram 25 illustrates a spin play and a hand-off with the tailback taking the ball wide around the left defensive end.

The blocking assignments, with two exceptions are the same as the play just described. The blocking back takes the defensive left end in, and the wingback is sent after the defensive fullback, leaving the right end to handle the defensive tackle alone. This should be used when the defensive left end crashes. Diagram 26 illustrates a trap spinner over the center of the line.

The Triple Wingback

by Captain E. P. "Chick" Coleman
Football Coach, Wentworth Military College

There are thirty-five schools in the United States which employ the triple wingback formation. I have been given credit for the development of this formation, but I should like to correct this impression.

Just prior to the untimely death of the great football strategist, Coach Knute Rockne, he had spent some time on a study of the possibilities of a set-up of this kind. The person, outside of Rockne's immediate family, who, perhaps, was closest to the beloved coach was Coach Jack Chevigny, who later coached at St. Edward's University and The University of Texas. Mrs. Rockne, upon finding among Coach Rockne's personal files a notebook of diagrams and plays, with which he had been experimenting, gave it to Coach Jack Chevigny.

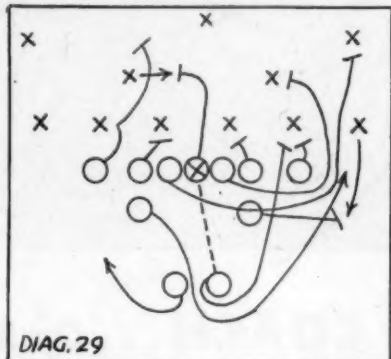
I was a freshman at Notre Dame during Coach Chevigny's last year, and transferred to St. Edward's University when he left Notre Dame to take up his duties as head coach at St. Edward's. Coach Chevigny experimented with the triple wingback formation during my playing days with him. After I started coaching, Coach Chevigny gave me a

copy of Coach Rockne's notes on the triple wing. I immediately started making a study of the formation. My contribution to the set-up is the initial positions of the two tailbacks who assume a stance with a half spin already made. This position corrected a fault which had not been smoothed out before in the execution of the triple spin.

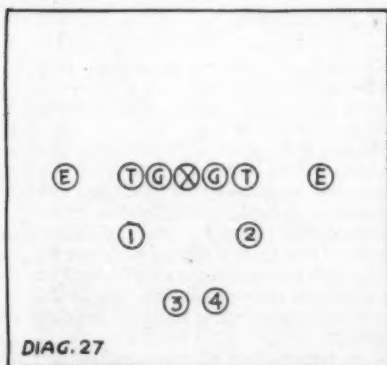
Diagram 27 illustrates the exact locations of the members of a team using the triple wingback formation.

One and two backs are located directly behind the tackles and backs 3 and 4 take positions four and one-half yards back of the offensive guards with their inside legs extended in a half-spin position. The hands of the deep backs rest easily over the knees of their forward legs. Their stance, however, is not cramped; the weight is carried over the front leg. The center aims his pass knee-high to either of these men. The back who gets it comes up under the ball with both hands, thus preventing any possibility of a fumble.

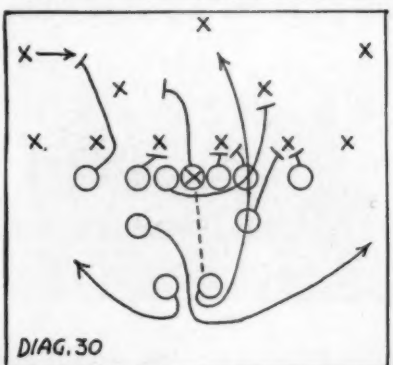
As the ball comes back, both men step forward with their outside legs. The legs are not brought too closely together, however. The front legs are kept farther apart than the rear ones. This enables back 2 to slide through more easily. The latter comes back in the direction of the indicated path. To get perfect timing, the deep backs must spin simultaneously and back 2 must close the gap a split-second later. The success of every play depends upon the speed and dispatch with which these three men go into and come



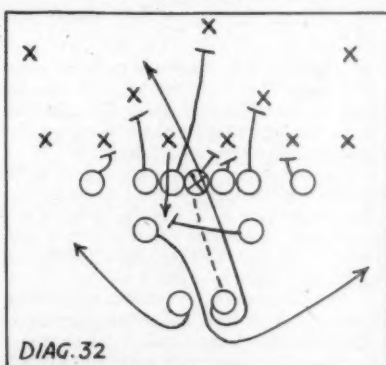
DIAG. 29



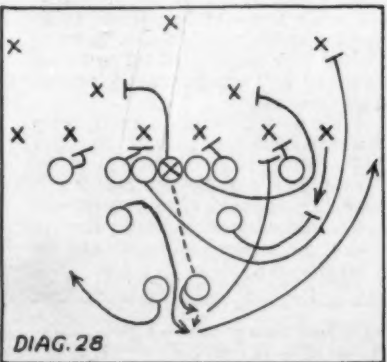
DIAG. 27



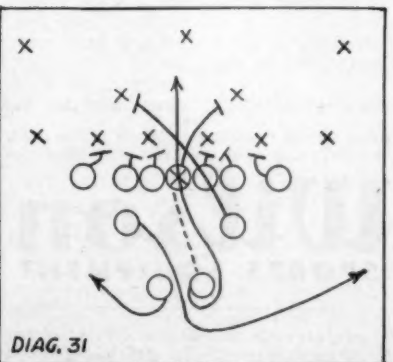
DIAG. 30



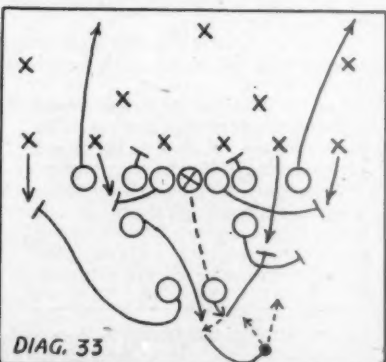
DIAG. 32



DIAG. 28



DIAG. 31



DIAG. 33

out of the spin. The opponents should never see the ball. All they can see, when the spin is executed properly, is a few broad backs. Player 2, on the snap, crosses over with his left leg, whips back toward the ball, and flits between the deep backs, thus obscuring the ball from the opponent's view. After completing the spin, the backs have many options. Back 3 may go to his side of the line to block, run the end, or tackle, or go down for a pass. Back 4 may crash over the middle, guard, or tackle, block, or go down for a pass. Back 2 may pass, sweep the end, or tackle, or block.

Back 1 must be a fast, shifty end-runner and a good passer. Back 2 must be a fine blocker and an excellent receiver of passes. Back 3 must be a hard runner and a good pass-receiver. Back 4 must be a rugged line-backer, a hard-driving fullback, a good pass-receiver, and a good blocker. Diagrams 28, 29, 30, 31, 32 and 33 illustrate plays from this formation.

Outstanding Features

Some of the outstanding features of the triple wingback formation are as follows: 1. Four and often five men can be sent down under passes. 2. It is a recognized fact that it is three times as deceptive as any formation using a single spin. 3. The formation makes the triple threat. 4. A team can outman the defensive team at the point of attack. 5. There will be three boys employing deceptive acting, instead of one or two.

Group Drilling of Linemen

By H. C. Gilstrap

Line Coach, University of Texas

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Some feel that there is much of magic and secrecy in coaching football. Some worry a great deal about foot movement and elbow movement and spend much time in studying these points. Coaches often try to find just the right maneuver and mannerisms the linemen must use to stop the offensive backs on their side of the line of scrimmage.

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to spend a great deal more time in coaching linemen than a few years ago. In the football of today, we find, in varying defenses, guards playing defensive tackle positions, tackles playing defensive end positions, ends playing defensive halfback positions, and defensive centers playing as defensive guards and defensive backs. This situation materially complicates the

duties of each lineman and puts a great deal of pressure on the line coach, since he, usually, has only about twenty minutes a day, in which to spend with his line alone in group work.

Drills

We use a series of drills to teach our

linemen various fundamentals. We try to incorporate in these drills all the maneuvers and mannerisms which the linemen use in carrying out their various assignments on offense and defense. We also encourage our boys to incorporate some of their own ideas into these drills.

We have the boys line up in a straight
(Continued on page 40)

Speedier Teaching, Not Speedier Swimming

By Philip Ward Burton
Assistant Swimming Coach, Stanford University

OUR instructions were, "Give these men enough swimming teaching methods in *three days* so that they can give their regiment a hurry-up swimming program. Time is everything."

The men we were to teach were commissioned and non-commissioned officers of the amphibious engineers, the service branch which plans and makes initial landing operations on hostile shores. Their hazardous job becomes suicidal if the men involved are not at home in the water. A miscalculation, a landing boat upset in the surf, and swimming ability becomes infinitely more important than shooting a rifle.

Our teaching of war-time swimming at Stanford lends itself to a hurry-hurry program needed by men like the engineers. *We do not teach speed strokes but we teach strokes speedily.* Many soldier classes are with us briefly and we make the most of our limited chance to turn them into swimmers.

What to do about the crawl stroke was the first problem which faced us, when we planned our accelerated aquatic program. Of course we knew the arguments against dropping this crown prince of speed strokes. A thousand times we had heard, "Learn the crawl and the other strokes come easy" and "The crawl teaches the timid swimmer to put his face in the water and thus overcomes one of the major obstacles to being at ease in the water."

Both these arguments are valid. We know it. But in our estimation the crawl lacks certain practical aspects which war-time teaching demands: 1. It necessitates using the arms out of the water. This is not good for men who might sometime have to swim fully clothed. 2. It requires the stomach and head to be in the water. This means greater possibility for shock in waters rocked by explosive charges. 3. The stroke is noisy. This is bad in waters where sharks, or Japs are around. 4. Most swimmers never get to the point where they can maintain the crawl for a long time, or for a long distance. This is fatal

when one must keep up, to wait for rescue, or to make the nearest land. 5. It takes a long time to teach an efficient crawl stroke, and we do not have time; we are in a hurry.

So, we have omitted the crawl from our curriculum. Of course, we have heard some objections. Nevertheless, we believe the crawl is a "fancy" stroke for *these* days, a show-off stroke, in which the average swimmer looks good for two lengths and then fades. Our feeling is that in the time which a man spends learning to swim the crawl stroke for one-hundred yards he could learn to swim *miles* with the side-stroke. Naturally, we like the latter accomplishment more.

The bulk of men entering our swimming classes are soldiers who cannot pass a 100-yard swim test which requires them to swim: 1. 50 yards on their backs employing the frog kick and keeping their arms in the water. 2. 50 yards using the side-stroke, breast-stroke, or both, again keeping their arms in the water.

Of 890 men taking this simple test in recent weeks, 489 passed. Four hundred and one did not pass. About 45 per cent failed. Of the 55 per cent passing, less than 5 per cent did so with any sort of ease.

Our beginners start with what we consider the easiest stroke to learn, and by the same token, the quickest to teach. This is the back stroke in which the arms are kept in the water and the frog kick is used.

Since our principal difficulty in the back stroke is getting beginners to straighten out in the water and keep their heads back, we first stress floating on the back. To do this, they lie out on the water, put their heads back, extend their arms to the sides. Their legs are straight and the feet are together. It is always gratifying to see the expressions of pleased surprise on the faces of the class members when they try the position and find themselves floating for the first time.

As the next step they practice the frog kick on their backs, while grasping the

gutters behind them. At first we limit this type of kicking to about three to five minutes, since larger doses tend to strain the adductor muscles.

A short demonstration of the arm movement and the swimmers walk across the width of the pool two or three times trying it out. When they are ready to try swimming the width, we remind them briefly of the position in the water, and the principles of the leg and arm strokes.

Naturally a good many fail on this first attempt, and usually for the same reason, *they do not keep their heads back.* Due to muscular tightening, they assume a sitting position in the water and down they go. Immediately we point this out and make them practice floating again. If we can get that head back we have won the battle.

Following the back stroke is the side stroke which we teach in the same manner; that is, kick on the side of the pool, walk across practicing the arm stroke, and then combine.

Swimming under water is important to anyone in the services who might, some day, be swimming for his life in oil-covered water. We stress it accordingly. For our goal, we aim eventually at seeing that all our swimmers go 120 feet under water two lengths of our 60-foot pool.

Under-water push-offs from the side of the pool start this phase of instruction. Much confidence is acquired through learning to do the push-off. Since our students are soldiers and they are in a hurry to learn, we do not break them in gently to putting their head under water, the process generally termed "instilling confidence." We simply say, "Duck" and down they go. It is surprising how easily the idea is accepted, when it appears to be the expected thing.

A few pushes and back they go to the side of the tank to practice the frog kick again. This time they lie out in the water on their stomachs. Kicking in this new position usually causes little trouble since the elements of the frog kick have already

been learned in the back stroke.

Using this kick and the breast-stroke arm-movement, with the difference that the arms go to the sides at the conclusion of each stroke, the men get their first taste of under-water swimming.

When the swimmers have had a chance to catch their breaths, we try a little stunt which dramatizes the under-water angle. Upon the signal, "Submerge," every man ducks and holds his breath as long as he can. Meanwhile we count loudly the number of seconds elapsing.

Most men are chagrined and surprised at their poor showing; usually, they average twenty seconds. In the hundreds who have tried this, no one thus far has held out for more than seventy-five seconds. Our aim is to encourage the men daily to better their previous records, and to waken them to their shortcomings.

From under-water swimming to the breast stroke is not very far. A slight change in the arm movement, instruction in breathing, and the men have the elements of the breast stroke.

Putting these elements together in a stroke is another matter and we do not give any breast-stroke instruction for at least two weeks. By the time we get to it, the men have been well-grounded in its various elements.

The most important single element in all our instruction is the frog kick, and we can teach this to any normal pupil in a few minutes. Once learned, it becomes the basis on which we build the breast stroke, back stroke, under-water swimming, and treading water. Later it is useful, should we get to the point where we teach life-saving carries like the tired-swimmers and head-carry.

We have not started anything new in our swimming methods at Stanford. If anything, we have gone back to the strokes grandmother used to swim. But grandmother never had the deadly earnestness of our pupils. Grandmother never was told, as she learned her side stroke, that she might have to use it to stay up for hours in shark-infested waters.

Swimming has become dramatic. To teach it nowadays, we must become dramatic, whether we like it or not. We talk of sharks, burning oil, and sinking ships, and the men come to realize very quickly that there is a grim necessity behind our teaching. Their realization pays dividends in swift learning.

Instead of spending ten weeks getting a man to a point where he can swim a couple of lengths of the crawl, we turn out swimmers in less than half that time, swimmers who can keep up for a long time with unspectacular, but easy, strokes.

If our beginners go away with that ability, we do not worry, because we have not taught them a "nifty" crawl. They will swim to shore as grandmother would have done, and they will get there, and that is the big thing!



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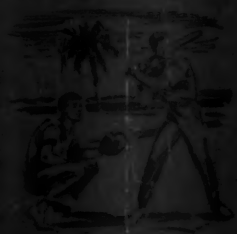


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Boxing in High School

Road Work—Hand Bandaging—Proper Hand Positions

By John J. Walsh

Boxing Coach, University of Wisconsin

IN our first article we put high school boxing on the proper basis with the powers that control athletics, by proving the merit and worth of the manly sport, by suggesting an intelligent set of rules (the official rules of the National

Collegiate Athletic Association Boxing Guide), and by urging the use of necessary equipment. Now let us start our prospective champions off with the proper foundation at the very beginning of our practice sessions.

Your candidates have answered your call for the boxing squad and your job as a coach begins. You have, of course, notified your boys a month before, that you expect them to report in good physical shape, and that means they have been doing

road work at least three times a week during that month. Impress upon the boys that the heavy road work is done before the season begins and during the early part of the season. Only infrequent road-work sessions are necessary, once the candidates



***T**HIS is the second of the series of six articles written on boxing by Mr. Walsh. It is suggested that readers, starting their subscriptions with the October issue who might want the complete boxing series, should notify us at once, as the supply of the September issue is fast becoming exhausted.—Editor's Note.*

Illustration 1 shows the proper start of the bandaging. Loop through the thumb, starting high on the wrist, fingers apart, rigid wrist, and wrapping away from the body.

Illustration 2—Wrap in form of an "X" to fully protect the back bones of the fist, working down to the knuckles, wrapping three or four loops over the thumb joint, three layers over the knuckles, ending up at just about the first joint of the fingers.

Illustration 3—Bring the last loop up to the wrist, tear the end into two strings to enable you to tie a knot. As in the illustration, the bandage must be high on the wrist, affording the thumb and back bones of the hand full protection. Note the fingers are spread apart to take care of hand expansion when the fist is closed.

Illustration 4 shows the proper position of the fist for the start of the jab, cross, and hook, with either hand. The thumb knuckle points upward, the other knuckles outward.

Illustration 5 shows the proper position for a jab and right cross at the time of impact. The thumb knuckle points inward, the other knuckles upward. The punch is thereby snapped in with a twist, rather than with a mere push.

Illustration 6—At point of impact of the left hook, the thumb knuckle is pointing upward. If otherwise, the opponent's head may be moving and a thumb injury may result. For greater power, contact is made with the four knuckles. Note the wrist is not bent.

Illustration 7 shows the wrong way to land a left hook. An injured thumb is usually the result.

Illustration 8—Proper position of the forearm when landing all blows. The wrist is never bent, the arm is straight and rigid from the knuckles to the elbow, and the fist is always closed. All these points are essential for the proper care of the hands and wrist, and for maximum hitting power.



have obtained the proper physical shape. This means that actually during the regular season of the dual meets the boys do not have to work so hard.

Road Work

There are many theories on how to do road work. Some advocate the long tedious grinds of three to five miles. I have always contended, and followed the theory, that the long grinds possibly are necessary preparation for the ten to fifteen rounds of professional boxing, but for the high school and college boy, boxing three one-minute or two-minute rounds, short distances, with wind sprints, will better prepare him for his type of contest. The month previous to the regular practice sessions, he may increase his stamina and physical condition by jogging, preferably outdoors, for approximately one minute and forty-five seconds, and then sprint at top speed for fifteen seconds. He should walk the next minute, thereby catching his wind, and repeat the performance. He should go through this performance about six times the first day of road work, and work up to ten or twelve times when his condition warrants it. At the end of the first month of such road work, if he is a high school boxer and boxing only one-minute rounds, he should then change to jogging forty-five seconds, sprinting at top speed the last fifteen seconds, then he should walk a minute, and repeat. My theory and reasoning are that a boy should do his road work in accordance with the length of the rounds he boxes, and in the manner in which he boxes. In an average round, a boy is sparring around for an opening (This corresponds to the jogging); the opening is found and the gloves are thrown fast and furious for ten or fifteen seconds (This corresponds to the sprints). Some boys find it more to their liking to measure their distances in blocks rather than by time. They will jog a third of a block, sprint a third of a block, then walk the last third; repeating this every block. I have found both methods successful and can promise you as a coach, by following either of the two methods suggested, that your boys will be in better shape at the end of the three rounds.

Proper Hand-Bandaging

A boxer with a bad hand is just as ineffective as a left halfback with a bad ankle. This brings up the question of proper bandaging. Let me stress here that a boy should *never* be allowed to box or hit a bag without bandages on his hands.

The following proper procedure for bandaging may be suggested. The hand should be outstretched with the back of the hand facing up. The fingers should be spread apart at least half an inch. This is very important, so that, when the fist is closed, the bandage will not then be too



John J. Walsh, University of Wisconsin Boxing Coach, acts on our advisory committee for the construction of mats and rings.

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tight. A loop made in one end of the bandage should be slipped over the thumb. The bandage should start *high* on the wrist, and should be fairly tight, so as to minimize bending of the wrist, when the boxer strikes. (See Illustration 1.)

The bandages should be wrapped over the back bones (metacarpals) between the knuckles and the wrist almost down to the first joint of the fingers. At least three loops should be made over the thumb so as to fully protect the big joint of the thumb (Illustrations 2 and 3).

The boxer's fist should be opened and closed three or four times during the wrapping, so that the bandages will not be too tight or too loose (Illustration 3).

It must be emphasized that proper care must be taken of the wrist, back bones of the hand and of the thumb. The fingers must be spread apart during the wrapping.

During the night of a regular match, regular surgical gauze is suggested for bandages as shown in the illustrations. Up to ten yards is necessary, depending upon the size of the boy's hands. For training sessions, ankle wraps cut in five-yard lengths, elastic bandages, or even carpet binding, are satisfactory. A hole in one end to slip over the thumb, and tearing of the other end for tying purposes, are suggested. The boys should straighten out the bandages after each session and hang them up to dry in their lockers.

The Correct Position of the Hand When Hitting

Proper hand-bandaging minimizes hand injuries, but the coach must still teach his boys how to hit properly to avoid all possible injuries. Once a boxer learns to hit properly, it is a rarity that a hand injury occurs. When either a left jab or a right cross is started, the four knuckles of both hands are pointing outward, and the thumb knuckle *upward* (Illustration 4). When the left jab or right cross lands, the knuckles should be pointing *upward*, and the thumb knuckle *inward* (Illustration 5). This is a very important point and cannot be stressed too strongly.

At the start of a left hook, the knuckles are pointing *outward*, and the thumb knuckle *upward*, as shown in Illustration 4. When the left hook lands, the knuckles are turned *inward* to the right, but, the thumb knuckle must remain pointing *upward*. In other words, with both the left jab and right cross there is a sort of corkscrew twist from start to finish, but this is not true with the hook. On the hook, the thumb knuckle starts and finishes, pointing *upward* (Illustration 6). In this connection, note Illustration 7, the wrong way to land a left hook.

Make it a strict rule with your boxers that their fists are always closed from bell to bell. No high school boy has enough experience to keep his gloves half open until the moment of contact. A boy try-



Illustration 1 shows the position of the feet of a tail-back in a semi-crouch position. You will notice that there is a slight spread between the feet. The weight of the body is equally distributed on both feet so the back can drive off of either foot.

Illustration 2 shows the position of the feet of a tail-back in a crouch position with his right hand down and touching the ground. The toe of his right foot is even with the heel of his left foot. He has his weight equally distributed on the balls of both feet. Some coaches prefer the crouch position while others prefer the semi-crouch.

Illustration 3 shows the side view of an offensive fullback in a crouch position. The toe of the right foot is even with the heel of the left foot. His weight is evenly distributed on the balls of both feet so that he can drive off in any direction.

Illustration 4 shows the position of the feet of a fullback driving forward from a crouch position. Notice the drive forward from the ball of the left foot (this is a real strain on a football shoe).

Illustration 5 shows the position of the feet of a wing-back going to his left to receive the ball or fake. He has stepped back slightly and forward with his left foot. Notice the drive off the ball of his left foot.

Illustration 6 shows the position of the feet of a fullback on a spin play. He has stepped forward and turned his body in order to fake the ball to the tail-back. Notice that his feet are practically parallel to the line of scrimmage after he has pivoted.

Illustration 7 shows the position of the feet of the fullback after he has completed the spin. Notice the toe of his left foot is pointing in the direction he is going to carry the ball. He is also driving off of his right foot.

Illustration 8 shows the position of the feet on a cross-over step to a tail-back going to his right. You will notice that he has pivoted on the ball of his right foot; he is driving to his right off the ball of his right foot. Pivots of this kind are always a strain on a shoe.

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ing this method will, at some time or other, miss on his timing and a hand injury will be the result. He should at all times make an even fist, meaning all knuckles should be even across, no knuckle protruding when the fist is closed (Note Illustration 5). When the fist lands, all four knuckles should make contact at the same time, both for the sake of safety and for maximum striking power (See Illustration 5).

Another rule, an important one for proper hitting, is *the wrist is never bent when hitting*. Many boys make this mistake, at least when throwing a hook. Make it a hard and fast rule that the *forearm is always rigid* from the knuckles of the closed fists up to the elbow. If your boys

remember this rule they will have better hitting power and no sprained wrists (Note Illustration 8).

In the next article I will discuss the *on-guard* position with the necessary fundamentals involved, and the left jab and right cross, with appropriate pictures. I deem it all-important, however, that a boy should be brought along step by step and each is contingent upon the next advance. Without condition he would lose to an inferior boxer with condition, hence the stressing of road work. Your boxer may have a "Mike Gibbons" left hand, and a "Joe Louis" right, but not knowing how to properly wrap his hands or hit correctly, his ability is to no avail. I stress again

the fact that boxing is not a difficult sport to master for the individual. The basic fundamentals, done well, are sufficient to have your boxer's hand raised at the end of the bout, and to make you a winning coach. Bearing this thought in mind, I am trying to anticipate your problems and stress the main fundamentals of boxing and leaving out the "fancy Dan" tactics that, to me, are unnecessary. I will try to take you through your season and present your problems in the order in which they may arise up through the actual dual meets where your words of wisdom as a "second" in the corner may win or lose the bout for your boy.

The Fine Points of Scouting in Basketball

By Everett F. Shelton

Formerly, Basketball Coach, University of Wyoming

THROUGH the twenty years of my coaching I have been a great believer in scouting, and have tried to see each team that we were to play at least three times. When we play a team year after year, I keep the scouting notes and we compare them. The personnel will change, but systems do not change a great deal. If we should play a team blind, I sometimes hold out my best boy for several minutes, for carrying information, and then send him in with complete information of our opponent's setup.

In scouting, it is necessary for a coach or scout to keep in mind the personnel of his own squad, and the way he has to use his players against the opponents. For that reason, I do most of my own scouting.

In this article, I will tell in what way scouting helps us prepare for a given game. All individual basketball players are at their best shooting from a certain spot, and use a certain type of shot. We try to take those two things away from them, and we get that information by scouting. As all individual players are better on defense in certain places on the floor, we will arrange our offense to keep them away from that particular position; as, for example, in playing a great rebound man, we try to make him play a front-line defensive position, where his ability as a rebound artist is lost.

In scouting an individual defensive man, we want to know his reaction and position, and we will tell each boy the type of defensive man that is covering him. In this way, we assign our offense. Each one of our boys is taught to watch the defensive man guarding him, and the minute this man is out of position, all other offensive

FOR the present, Everett F. Shelton, former basketball coach at the University of Wyoming, is connected with the Dow Chemical Company at Midland, Michigan. It will be remembered that his University of Wyoming team won the National Collegiate Athletic Association Tournament last spring.

plays are off. I should say here, that we employ a definite style of screen offense—a continuous five-man weave, and all of our screens come off of this weave. Against a defensive man who is slow to get his hand up, although he has good position, we will use a man who is very quick to shoot and who has no preliminary movement to his shot. Against the man who is careless or slow, defensively, to get into position, we will use a fast driver, one who will take advantage of each situation. There will be defensive men who are slow to react after they commit themselves on a fake, and after a fake shot they are slow to react on an offensive drive, or on a fake dribble they are slow to cover a shot over. There are certain types of defensive men who will play loose and others who will play very close. Against those men who play loose, we like to use our men who can hit over and shoot quickly; while against those boys who play us close, we like to use our boys who can drive and get away very fast.

In scouting individual offensive men, we find those who will drive only one way, and those who can hit over, but cannot drive very well. Against this type, we will play very close. Then, there are those who are great drivers, but who are very

poor shots over. Against this type, we will play very loose. There are boys who are only right or left-handed. We always try to take away things that the offensive man can do best. In most teams, there are a few boys who cannot hurt in scoring, and we play those boys very freely, using the men who would cover them in some other defensive assignment.

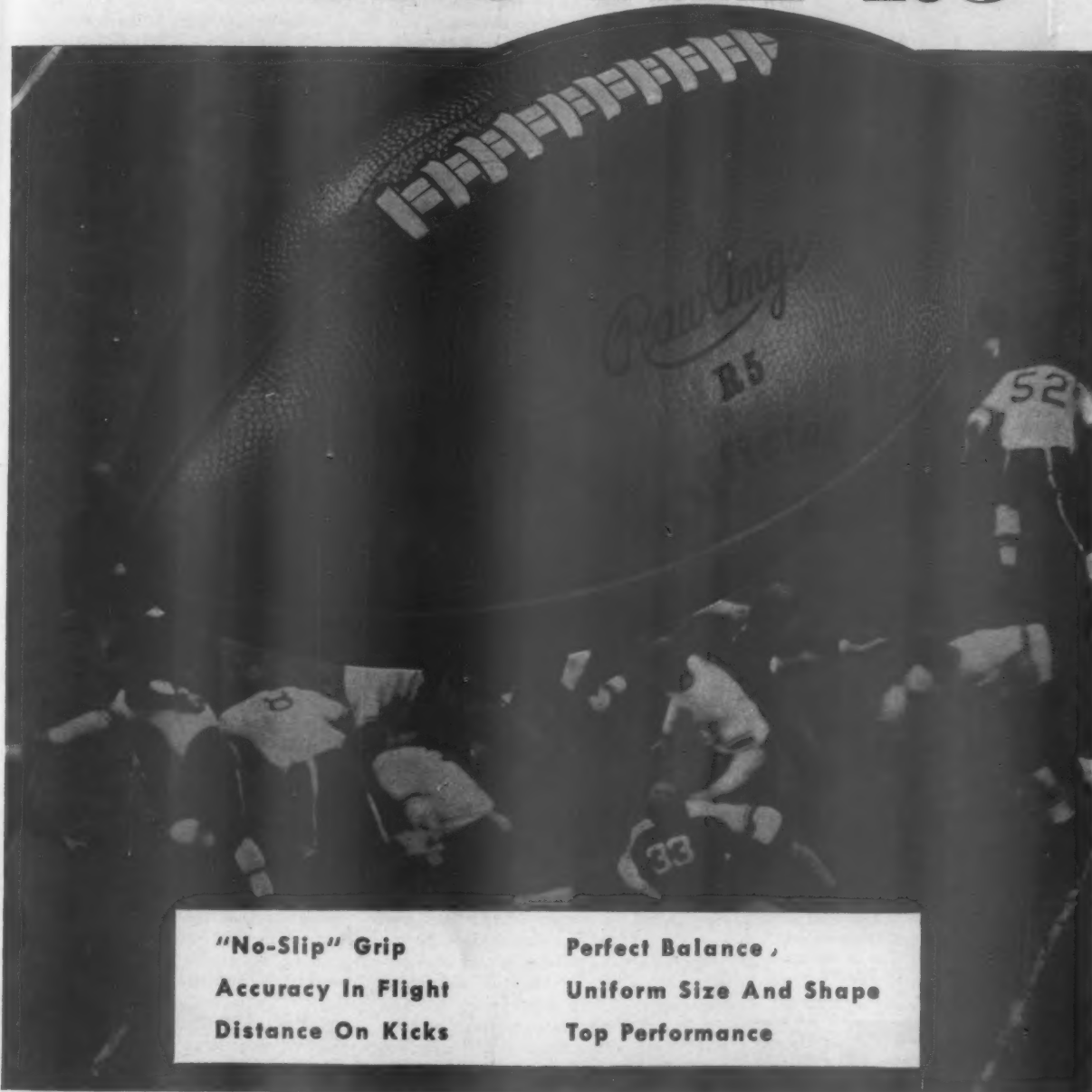
Those boys playing the posts may only be good right-handed, but use their left hand as a threat. They may also have something definite that they do just before a shot. This is what we look for in scouting this individual. If they have such a pointer and use other fakes that mean nothing, we pay no attention to all the fakes or movements and then go into action when this pointer shows up. Some post men are slow enough in their movements that we can fall in front of them and tie them up with the ball. Some will use a slow, sweeping shot that we can bother by guarding in front.

In scouting the defensive team, we like to know if they have one man that is weak on defense, and if they have a certain player who is slow in reacting to screen plays. We like to know if they cover us man-to-man straight away; and, if they do, we will take their weak defensive man and make him cover our man on the post. Then we will maneuver our offense to take their great offensive rebound man out on the floor, to make him cover a front-line offensive man. We will also maneuver our offense to keep our number one fast-break man under the basket on defense. In fact, we try to set our offense to make our opponents play a different game than the one they have ever played.

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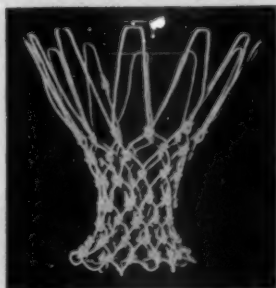
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In scouting the offensive team we are to play, of course, we look for the number one offensive man and the number one offensive play and try to stop them both. We make a very thorough study of the man who brings the ball up the floor, to ascertain just how clever he is at handling the ball and what kind of defense would bother him most. If the opponents we are scouting have a set offense, we want to know whether they are trying to come down the middle of the floor to score or whether they score from the sides, and how many times they move the ball, before they actually try to set up a scoring play. We are sure to look for their pointers such as getting the ball in a certain position just before a certain offensive play starts, or, a certain player handling the ball before an

offensive play starts, thus having the advantage and a chance to stop the play.

We have been successful many times in changing the play of our opponents. In the quarter finals in the National A.A.U. tournament in 1937 at Denver, our opponents had, I believe, the greatest defensive rebound man I have seen in basketball, but we lined our offense up, so that he was in the front line during most of the game. As a result, we followed and kicked in twelve baskets during the game. There are many other such instances that I could enumerate.

I firmly believe there is much more advantage in scouting basketball than in any other sport. I hope in some small way, I may have helped the readers of this article get ready for the games.

Physical Efficiency— Education's Responsibility

By George G. Evans

Director of Physical Education and Athletics
Northern Illinois State Teachers College, De Kalb

WAR has presented a challenge to education in general. During the present crisis the military has made inroads on education in all lines—science, mathematics, industrial arts, as well as physical education, in order to meet present needs. In so doing it has clearly pointed the need for immediate revision of the educational program to meet the problems of this modern world both in peace and in war.

Despite the fact that scientific advancement has been made in our war machine we are still tremendously dependent upon the physical condition of our men. Though complete statistics are not yet available the fact that 3,000,000 men have been rejected in the draft for physical, educational and moral reasons would indicate that at least 1,000,000 men have been turned down by the armed services for purely physical reasons.

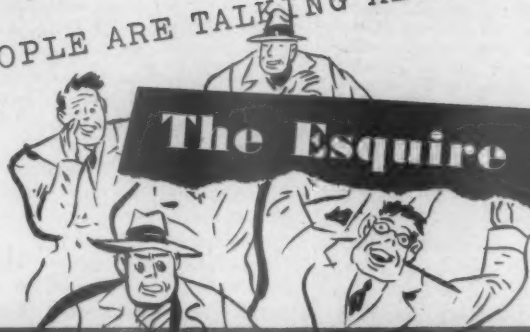
A rigorous training period of several months of physical conditioning is required of the average recruit at camps throughout the country. The men who have had athletic opportunities and experiences also have been required to submit to this regular conditioning routine. However it is a recognized fact that this should not have been necessary as they excel in strength, endurance and coordination. In fact, a prominent nearby camp officer in conversation with the writer stated that the greatest need is to condition the boys before they come to camp so their training period may be shortened. When the war machine was organized an immediate concentration of athletic facilities and equipment, instructors and train-

ing time was ordered for the physical conditioning of our fighting men. This testifies to the necessity for a high level of physical efficiency in our armed forces and to the general lack of it in the nation's man power.

For this deficiency our physical education program is held responsible. But the directors of this program are not solely to blame. We have recognized for years the need for more facilities, equipment and instructors to conduct an adequate physical education program to condition men. We have asked for these things but our appeals long have been disregarded. However, together with others, we had turned our attention to a peace time education and softened our programs to include many light activities instead of vigorous ones which harden the participants. The present emergency has opened our eyes to a new point of view, a new philosophy and a new program that will keep us in a state of preparedness in peace time as well as in war. It has demonstrated that our purpose must be to keep young men at the height of physical efficiency at all times. To accomplish this we must provide opportunities for daily participation in strenuous sport activities which will interest and stimulate them to acquire strength, endurance and coordination.

Authorities are proposing that after the war army camps be operated to afford compulsory training to all boys for one or two years between their high school and college courses. The purpose would be to concentrate on physical conditioning in training for war. And there are many who believe that this would be "good" for

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our boys. But they fail to realize the full significance of this proposal that the Army plans to control the physical conditioning of our men.

It is our contention that this is strictly an educational problem. It is our problem as teachers of physical education and athletics. We must insist that we be given facilities, equipment and teaching personnel which would enable us to keep the boys and young men in physical condition. At no given time would the Army have in training more than a few hundred thousand men. The others will not stay in physical condition unless they continue their activities. We can keep all of our men in condition at all times. Our program can be made a continuous daily educational procedure for boys and young men from elementary school to college graduation, in situations which provide opportunities also for the best democratic educational outcomes. It will be supervised by the leaders recognized by the armed services and now doing the job for them. These high school and college instructors are doing their work expertly now. Are they not the ones to do it in normal times?

So far our program has fallen short of the mark. It has failed because we have been unable to include all our young men in intensive athletic activities. But as far as it has gone our athletic program has accomplished its purpose. This is evidenced by the outstanding war records of our boys who have had athletic training.

This program must be extended. It must include many more American boys in schools and colleges all over the country. We have all been conducting a full program of varsity and intramural sports. However, no school has been able to make the program as extensive and as intensive as our present emergency suggests that it should be. For example in our own college situation, because of limited coaching staff, practicing and playing facilities, equipment and finances, we have been able to offer football competition only to approximately fifty men. In normal times with our enrollment of four hundred men, football competition could be offered to two hundred men under the proper circumstances. Our baseball squad is limited each spring to twenty-five men. We have only one diamond; but if there were three or four diamonds on our campus and coaches were available, we would have valuable competition daily in baseball for a hundred and fifty men. The same situation exists on down the line in every sport activity in every university, college, high school and grade school.

This program must be broadened. It must include as many sports and games as can make valuable contributions to the physical condition of our boys. It must be broadened to include various types of sports which attract different personalities. Football, basketball, baseball, track,

AS suggested on the editorial page of this issue, we should begin planning for the kind of athletics we will have in the post-war period. Both high school and college men are urged to put study and thought on the subject. We shall be glad to have your suggestions.

wrestling, boxing, tennis, golf, volley ball and handball are among the activities through which we can vitalize our athletic programs. We must be able to give boys equal opportunities for play and recognition in all activities so long as the activity is a strenuous one. Major and minor sport classifications should be abolished.

This program must capture the interest of boys. Formal programs of calisthenics, gymnastics and obstacle course running, although they have served as emergency conditioning mediums, never have caught the interest of American youth and never will. Competition in sports and games attract and stimulate our school boys. Leaders must be provided for each activity and group to stimulate, instruct and discipline the participants.

This program must be a daily scholastic requirement for every boy and young man in every school in America. This requirement could be administered in the same manner as the English, history and mathematics requirements. To force a boy to participate in any athletic sport may not make him physically efficient. But after he reports to an athletic group it will be the instructor's task to furnish leadership which will make him desire to excel.

All of these boys must be coached and conditioned by men skilled in athletics and physical education activities. Every team's competition, whether on or off its campus, must be made vital to its members. It is this competition under adequate supervision which develops strong coordinated bodies as well as cooperative and sportsmanlike attitudes and habits of action.

Facilities for sports and games must be increased. Gymnasiums and field houses, including indoor courts and floors, swimming pools, baseball, football and track areas must be provided for this extended program in each school and community. Adequate provisions should be made in construction and maintenance of play areas for health and safety. And of course medical examination, supervision, and in some cases corrective recommendations must be provided.

For such a program increased financial provisions will be necessary. Most schools will need assistance. A government subsidy would be necessary for these school programs. The cost would be less than that necessary to finance army training camps for our boys. The government is

now subsidizing educational programs in agriculture and home economics. Should it not subsidize a program in this vital area?

A government financed athletic program would include provision for buildings and grounds. In fact this should be a part of the proposed public works program after the war. Additional teaching personnel in physical education and athletics could come from the returning service men who are trained in this field.

This whole physical educational program must extend beyond the schools to include community needs. It would thus assume the responsibility of providing play and sport activities for many young men who are not enrolled in schools. They too must be attracted and stimulated to participate regularly in strenuous and vigorous activities. Physical efficiency must become a national ideal.

Football After the War

By Bernard F. Oakes

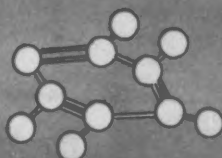
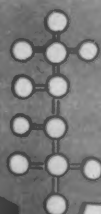
Head Football Coach, University of Wyoming

ONCE every war or so we become very much concerned with the physical fitness of the American people. We become alarmed about draft statistics and the poor physical condition of our recruits entering the Armed Forces. Recent figures show that even one out of four—25.4 per cent to be exact—of our teen-age boys are being rejected to their deep disappointment. Pressures force people in time of stress to reveal their basic attitudes and conditioned native reactions. Such times test all men. We then come to conclusions, which frequently we abandon later under the hard necessity of various pressures. It is then that we exhibit the experiences that have made us and we disclose the kind of intellectual training that we have had.

The period following the last war was sometimes referred to as "The Age of Stadium Building." As a direct result of the poor physical condition of recruits entering military service during World War I, in that post-war period following, most colleges and universities instituted regular four-year courses in physical education and athletic coaching to develop trained instructors to correct the condition. Within a decade almost every major college and university in the country had such a course. The last war resulted in a tremendous impetus being given to physical education.

About a generation ago, Germany and Japan tried to copy our American system of sports and actually adopted some of our games. We must admit they are strong foes. What the Axis could not import in one generation, however, was the American spirit of athletic competition; that spirit of play which engenders champion man-

(Continued on page 38)



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It has won out over necessary restrictions on travel, over the reshuffling of players from one school to another and over the hard-to-take Army ruling that soldiers in colleges cannot participate in varsity athletics.

The 1943 college football season will be one of the most successful in the history of the pigskin sport.

Football's greatest victory, perhaps, has been over influences, both within and without colleges, that would banish the game from the American scene even in peace times.

Many of the fallacious peace-time arguments of the opposition have popped up since Pearl Harbor. It used to be argued that if a handful of boys were denied the chance to play varsity football, more students could engage in intramural activity of a physical nature.

Since Pearl Harbor these peace-time enemies of the gridiron sport have contended that colleges should abandon intercollegiate programs to give all male students, awaiting call by the armed forces, a chance to participate in intramural sports.

The argument is no better in war time than it was before the war.

Schools such as Michigan, Yale, Indiana, Utah, Minnesota, Tulane, Purdue, Notre Dame, and others, still playing football, have intensified their intramural activities and their sports programs are just as comprehensive—if not more so—than the programs at schools which abandoned intercollegiate competition.

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Football since Pearl Harbor has proved, too, that it is a students' game. It was started originally by boys who wanted to play this rough-and-tumble sport. Later, school authorities took cognizance of the game to exercise needed control. If the school administrations relinquish control, the boys again will organize their own teams as they did in the infant days of the sport. Witness Harvard, which called off football for 1943, only to find the students organized a team of their own and challenged Yale to perpetuate the most famous of all football rivalries.

There have been scores of instances, since the United States entered the war, that boys will play football just for the sake of playing. Crowds, glory and glamor are incidental. A dozen boys reported for spring football practice at Indiana University just to keep in shape for their prospective assignments in the armed forces. Not one of these boys had any hope of playing with the Indiana varsity in the fall of 1943.

While football has won its greatest victory, the American public has placed its whole-hearted stamp of approval on the game. Despite transportation handicaps, the crowds at the 1943 football games are representative of the American acceptance of the sport—an acceptance which in peace time makes college football the best attended of all American games.

There probably won't be any 100,000 crowds in 1943.

But after the war, college stadia won't be big enough to handle the crowds that will want to see college football—crowds that will remember that the rough-and-tumble gridiron sport is one of those truly American instruments which better prepared thousands of American youngsters for victorious warfare.

9 SOUTH STATE STREET, CHICAGO

Football After the War

(Continued from page 34)

power because it encourages individual brilliance as well as disciplined teamwork. American athletics, conceived in a democratic setting, are still American weapons and although the Axis has sought to make use of them, their full rewards will never be realized under dictatorship.

America lost sight of many of its best interests since the last war. Our enemy in the Pacific, however, certainly aroused us to the need of cultivating our own physical prowess. This war has also definitely brought to our attention our dependence on the world, and the necessity for our best physical being at all times, whether we are at peace or at war. The athletic and physical development of youngsters is one of the most important investments this nation has; the health and strength of its youth. No fortress, the genius of war has been able to develop, is in the same class with the fortress of hardy, resourceful manpower made keen by athletic competition. Other nations have attempted to copy the American athletic plan in preparing themselves for conquests of countries that wanted to enjoy life, liberty, and happiness. But the American plan of physical education and athletics—as one can see by the evidence from the Army and Navy programs—continues dynamically in the lead.

I am sorry to say, that with the beginning of this war, we as a nation have had to convert ourselves all over again to believe strongly in athletics and physical fitness. Fortunately, however, many of us now believe that we can achieve physical fitness without doing it at the expense of education as a whole.

Our schools have recognized that we need more time in physical and sports education; that a nation cannot be physically conditioned in two thirty-minute periods a week. Nor can a generation, in order to be made into good soldiers in time of war, be built up enough physically in an army induction center in one month. The compelling fact of the interdependence of man's functions makes it imperative that we seek a total development, and not merely and only a "body-building" or "mental education."

While it is true that we have recently been thinking of our athletic or physical education programs in terms of preparation for war, yet normally we think of our games as a preparation for citizenship and normal living in times of peace. Fortunately the benefits that accrue to a boy who participates in team games help him both for normal living, and also, when and if he joins the Armed Forces. President Roosevelt has said, "Next to active military service itself, there is no higher opportunity for serving our country than helping youth to carry on in their efforts

to make themselves physically strong, mentally awake, and morally straight, and prepare to help their country to the fullest in time of war." I would add *as well as in time of peace.*

If our foreign policy after the war is going to require maintaining a good sized Army and Navy—and it looks as if it will—then we must educate for the future and depend upon hardy young men of future generations who do not fear bodily contact to be good soldiers. Any nation must depend upon physical strength to maintain peace. Youth must develop according to Nature's laws. If healthy, they are naturally active, vigorous, aggressive and ambitious, with the will to win. Man is as cultured as his freedom will permit. But a nation cannot live without a character; France is a pitiful example. Athletics—games with rules—develop character. The American life and democracy, as taught us by our founding fathers did not belittle extreme effort, hard work, playing hard, or the will to win in competition, as was taught our sons in the rugged games of contact and skill. The team that does not go out to win might just as well stay in its dressing room—and that applies equally as well to life.

Following the last war there was a great deal of interest in sports of various kinds, and I believe physical education and games will receive the same impetus after this war. Our men now in the armed services overseas are intensely interested in the results and happenings in athletic events. To them, it is refreshing; it is fun and a relief, for them to hear over the radio, or read about our sports events. Mr. Fred Corcoran of the Red Cross has reported that the "favorite topic of conversation of American soldiers in England is sports."

Our returning younger soldiers will need football and other games to relax, and play. They will be used to action, and will require it. We will have problems of morale and rehabilitation. Of morale, Dr. Jay B. Nash of New York University says, "Morale wins wars, wins games on the athletic field, conquers the wilderness, carries us over crises and gives nations vitality to face and solve problems." Morale by itself has no significance, but morale for a purpose is the all-important spirit that makes for victories. In a democracy, morale, as Dr. Nash defines it, is "a religious zeal for the right of people to establish 'self-approved laws' and for the obligation and discipline that gives obedience to these laws." Morale can be maintained by strength of arm, strength of mind, and strength of spirit. Morale must be built in childhood, the process must continue through adolescence, and *morale involves action.* Football and games supply a great deal of action, and are ruled by "self-ap-

proved laws." One of the finest rehabilitation programs we could outline, particularly for those who have been *active, fighting*, soldiers, would be to have them start to college or resume educations interrupted by the war. It would hasten them in their readjustments and their return to living normal lives. After the war our government will undoubtedly help finance the educations of many of those service men who interrupted their education, as was done after the last war. And there will be many more of these young men and *women* this time. A number of our far-sighted colleges and universities have already thoughtfully made provisions to help their ex-students in this way on their return from the war.

The colleges will have large enrollments. In addition to many ex-students returning, a larger percentage of high school students will enter college because of the lack of opportunities in employment at that time. It follows then, with larger enrollments there will also be more athletes attending colleges. And I believe the men returning from the fighting fronts, as well as our recent, but better physically developed high school graduates entering college, will demand and require many games and exercise to maintain their physical fitness. I think, therefore, we need not be concerned about the future of football, athletics, or physical education after *this* war. Most of our schools and colleges are already equipped with fine gymnasias, stadia and athletic fields worth hundreds of millions of dollars, and they will be used.

It will not be long after this war before it is the custom for football squads and other teams to travel by air. Air travel will shorten the time that the contestants are away from their own campus and their studies.

I feel assured that we will continue to be concerned with the educational values in physical education, and we will preserve sports for the American boy and girl. I will not say football will be "bigger and better than ever." That is not the point. Right now, winning the war is the important thing, but after this war I believe we, as a nation, can get militant about these aspects of athletics and physical fitness, and stay that way this time for at least twenty years. If not, we will fumble the ball and make no more progress, as a result of this emergency, than we made as a result of the last war.

Here at the University of Wyoming we are looking forward to maintaining our expanded program of physical education and athletics after the war. We have a big war job to do here right now, in developing and maintaining the physical fitness of over a thousand service men in addition to being responsible for their scholastic development.

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Suggestions From the Coaching School of the Texas High School Football Coaches Association

(Continued from page 22)

line and count off by threes. From this line we have them practice the following fundamentals: 1. The offensive and defensive stance. 2. The shoulder block and check block against an imaginary opponent. 3. Pulling out and blocking, such as the 1's pull out to the right, the 2's and 3's check-block, etc. and pull to the left. 4. Cutting off the line-backer. We have the 2's and 3's check-block and the 1's go after the line-backer, shooting across low and fast, not so far that they overshoot and shoulder-block or body-block the line-backer. 5. Pulling back and protecting the passer from this line-up, having each number come back to the right and left, giving the opponent only one choice of path on the outside of the blocker. 6. Pulling back in pass defense. 7. Rushing the passer, side-stepping, twisting, running through high blockers and leaping over them after they are down low. Extending their arms high to cause the ball to be passed high in air. Covering the passer's line of vision. 8. Each group of numbers practices the mouse trap; that is, charge across on four points and reverse by throwing one foot up by hand and ducking low under the blocker and ball-carrier. 9. Charging and spinning into the holes once to right and once to left.

After the completion of all these drills, we gather in a ring and each boy takes his turn at running, dancing, spinning on his hands and feet. They even go so far as to roll over like a cat. They will pick up a great many tricks to improve themselves and keep up interest.

Before the players go into their warm-up drills, they should be given some calisthenics. The coaches should give these exercises.

The linemen should then be lined up across the field and numbered off in groups of three. These men are now instructed on the correct method of getting down into offensive positions. Since the keynote to the effectiveness of line-blocking is ability to move and operate from a low position, the individual men are given practice in getting as low as they can and, at the same time, be able to charge, pull out, or stand up. When these men obtain positions from which they can drive forward, side-ward, and backward, they are ready for the various signals which indicate the particular drills which are to be used.

The lineman's head should be slightly down. This is contrary to common practice, but is a mannerism which we have found very successful. If the lineman looks up through his eyebrows, his vision is not affected. This position will not look so good from the grandstand, but we have

found it to look very good from the score board. A boy should be as natural as possible with all of his maneuvers. The lineman's feet should be about eighteen inches apart, varying with the size of the boy. The toe on one foot should be about even with the heel of the other. A coach cannot talk too much about stance and position. A player is not in correct position unless he can come to a standing position without any effort. If he cannot do this easily, he is not under control and does not have a good stance.

The Tulsa Formation

By Henry Frnka

Football Coach, University of Tulsa

After going to coaching schools for the past seventeen years, and visiting thirteen spring work-outs in different colleges during the same period of time, I found myself endowed with hundreds of plays, altogether too many for any one team to use. I was confronted with the problem of selecting a formation and the kind of plays I must employ. After one of my seasons at Greenville, I visited Coach Bible during his spring practice. He was considerate and kind enough to go over his repertoire of plays with me and also make a study of mine. I diagrammed some eighty plays which I had used the preceding year. His first comment was that he thought, perhaps, I had used too many plays. He suggested that I use no more than twenty-seven plays, and further suggested that I pick out the play which I must throw away in case I decided to add one play to the repertoire. It is my conviction that I had been using too many plays, and I am confident that my plays have been more effective since I have decreased the number. It is my conviction also, that the efficiency increases as the number of plays increases up to a certain number, after which the efficiency of the plays decreases as the number of plays is increased.

There are three important factors which, in my opinion, enter into the machinery of a winning football team. The first factor is *condition*. It does not make any difference whether it is football, building a bridge, or doing any other kind of technical work, the factor which will determine whether a man can stand up under the stress of fatigue is *condition*. Players must keep in good physical condition in order to go at full speed the entire game. A great amount of running is injected into my daily practice schedule. Running is the best conditioner for boys. If the players can make four trips the length of the

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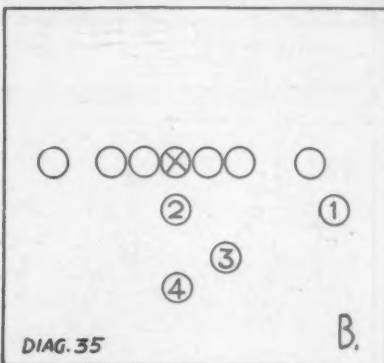
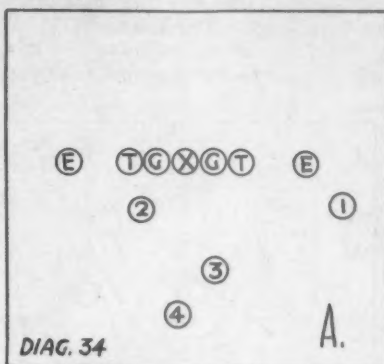
football field, without having to be carried to the showers at the finish, they are in pretty fair shape.

The second factor or consideration in building a winning football team is *morale*. The faculty of loading a squad of hard working boys through the gruelling practice sessions and, at the same time, maintaining their squad loyalty and football enthusiasm is something for which to strive, something that ties in very closely with team loyalty. Morale is loyalty and co-operative spirit.

The third factor which enters into the machinery of a winning football team is *the execution of plays*. The matter of perfecting execution is the tedious job of perfecting fundamentals and polishing and timing of series of plays. Players often resent the tedious task of doing the same thing over and over again. Work involved in making finished blockers and tacklers out of ordinary players and that of drilling hours and hours on points which are of minor importance in the mind of players can be made a little more interesting by reasoning with them that there are two roads to take. One is a nice, easy, road which leads to disaster; the other is the rough one including a great effort on the part of every individual connected with the team and results in a successful season.

At the University of Tulsa, I am using a combination of the T, single wing, and

short-punt formations by flexing my blocking back.



Diagrams 34-38 illustrate the positions of the various men on the team when they are located in this formation.

All formations start with the A set-up and are derived by the shifting of the blocking back. This formation has some of the strong points of the T formation, the single-wingback formation, and the punt formation. The formation can be strong to both right and left.

It is possible to pass, quick-kick, run wide, buck, and reverse, which is about all that can be expected from any formation.

Most coaches start building their offense, by first developing their basic off-tackle play. I vary somewhat from this practice in that I start with two backs, just inside and outside of the defensive left guard and a quarterback sneak over the center. By being able to go between the two defensive guards with power plays and traps, we cause them to move inward slightly to protect against these plays, leaving the defensive tackle position a more vulnerable one toward which to shoot our basic play.

The Signal System

I had the pleasure of spending two days with Coach Tad Weiman and of going over with him his method of numbering plays. Coach Weiman numbers his



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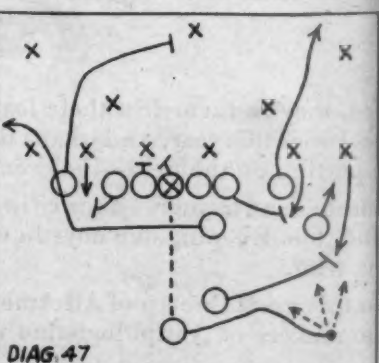
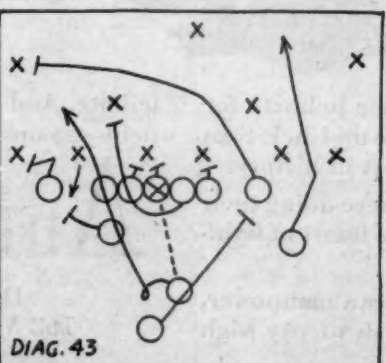
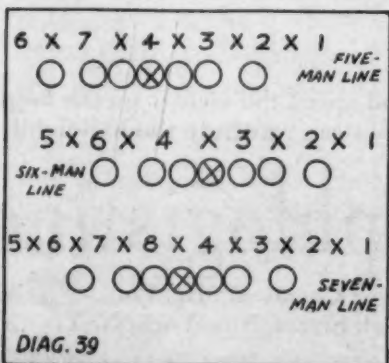
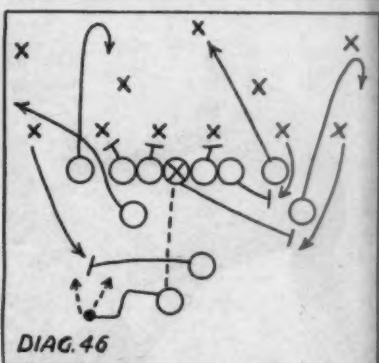
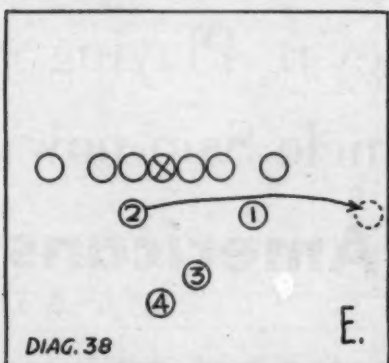
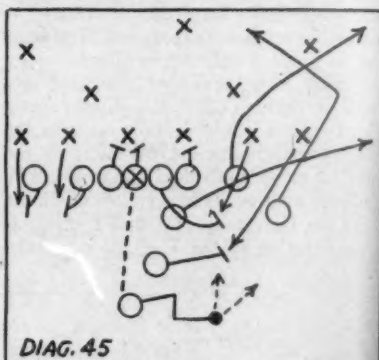
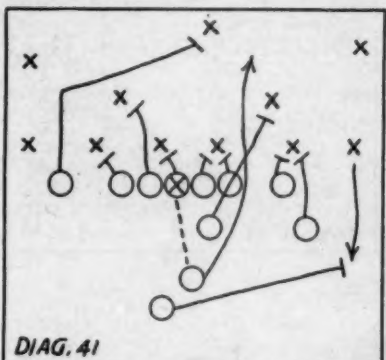
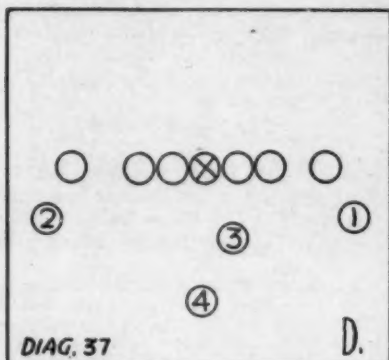
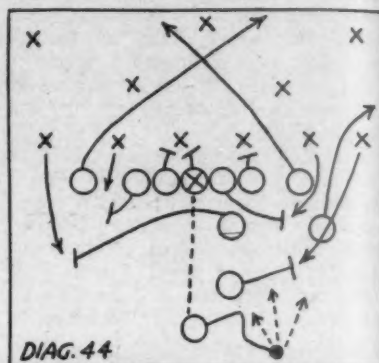
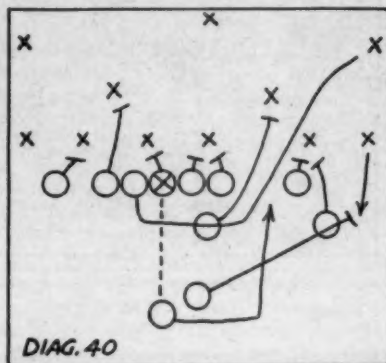
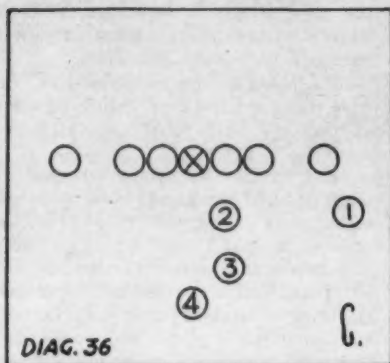
offensive holes. He has worked out some principles, supposed to eliminate problems encountered in running a play against several different kinds of defenses. I think the system has merits and have incorporated into my signal system some

of its points. Instead of numbering offensive holes, however, I use a combination method, numbering both offensive and defensive holes. (See Diagram 39.)

Regardless of the defensive formation the play inside of end against a six-man

line will be the same play against five, six, or seven-man line in that the play will go just inside the outside man on the strong-side of the defensive line.

The following diagrams, 36-47 are Tulsa plays.



TRAINERS JOURNAL

SECTION

The NATIONAL ATHLETIC TRAINERS ASSOCIATION

OCTOBER, 1943

No. 2

Official Publication
Of the National Athletic
Trainers Association

Problems in the Trainer's
Program

W. W. Tuttle, Ph. D.

Methods of Relieving
Cramps in Swimming

Edward J. Shea

Suggested Exercises for
Football Training

Archie Hahn



Left to right: Edsel Curry, broad jump, 440 and 220, Captain Cliff Bourland, 440 and 220, Coach Dean Cromwell holding the 1943 N.C.A.A. team title trophy, Doug Miller, javelin throw and Jack Trout 100 and 220.

The Advisory Board at Work

By Wilbur Bohm

OUR advisory board is already showing results. One of the members recently sent us seven subscriptions to our Journal and memberships in the National Athletic Trainers Association. Others are preparing articles for future issues. One of the suggestions that we made in last month's issue was that we would welcome advice and help from the Advisory Board and all members of our Association. May we extend our invitation to include the many thousand readers of this publication. We are in a position now to answer specific questions dealing with training problems. These will be referred to authorities. All inquiries should be addressed to the editor of this section.

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Problems in the Trainer's Program

By W. W. Tuttle, Ph.D.

Department of Physiology, University of Iowa

THE problems which confront the trainer are many and varied, but in general, the object of the whole procedure is to develop efficient individuals, and then to protect them from injury, either of an acute or chronic nature.

For the most part the treatment of acute injuries is quite well understood. However, some of the more obscure phases of the problems of acquiring and maintaining good physical condition are yet unsolved. It is these more obscure points of procedures in training men that are being given special attention at the present time. Because of the demands made on men due to war, scientists all over the country are studying many aspects of the problems which confront physical trainers. Some of the findings are beginning to settle numerous questions which have confronted the trainer and thus seems worthy of brief review.

Recently Keys¹ reported the results of a long series of controlled experiments relative to the supercharging of the diet of soldiers with accessory food products in order to increase their capacity to do work. Since the supercharging of the athlete's diet with various accessory substances, especially vitamins has been practiced, the results of Keys' experiments should prove beneficial to the trainer.

The effectiveness of vitamins in curing deficiency diseases has been so spectacular

LAST year as a special request Dr. Tuttle of the University of Iowa prepared an article on the Anatomy of the Shoulder. His assistance was so much appreciated by the trainers that a second request was made to Dr. Tuttle for a series of articles this year, the first of which appears in this issue.

that we have been led to believe that the promiscuous use of them brings about benefits to normal, healthy people. Unfortunately, this idea has been supported in some instances, by poorly controlled experiments. Also some reports which appear as the result of adequate experimentation seem to support the view.

As the data become more complete, it is becoming more and more evident that vitamins fall into the same category as drugs and that they are useful chiefly in treating deficiency diseases. Also, it seems that when the deficiency has been met, their further use is of little or no benefit.

One vitamin that is used to supercharge the diet of the athlete in the hope that his efficiency will be improved is vitamin A. Since the available evidence shows that this vitamin has no direct and immediate effect on muscular function, supercharging the diet with it is of no avail.

Vitamin B is also used as a supercharger of the athlete's diet. The available data show that large daily doses of this vitamin increased neither work performance nor work capacity and therefore, there is no

reason for including extra vitamin B in the diet of the athlete.

Likewise, supercharging the diet with vitamin E is of no use since it has not been shown that it plays any direct part in the neuromuscular function of the normal individual.

Athletes, especially swimmers, who are incapacitated frequently by the common cold and infected sinuses have been given codliver oil as a preventive measure. There are no data to justify this procedure and certainly vitamin D is of no use in such instances. Supercharging the athlete with fish oil or fish oil concentrate is, therefore, only an idle gesture.

Another accessory to the diet for which great claims have been made is glycine, in the form of gelatin which contains 25 per cent glycine. The remarkable increase in work capacity claimed as a result of gelatin feeding, stimulated careful and elaborate experimentation. As the evidence now stands, loading the diet with gelatin, is of no benefit as a means of increasing work capacity.

In general we may conclude that the practice of supercharging the diet of athletes with vitamins and other accessory food substances is showing less and less promise as a means of increasing efficiency, and the capacity for doing work. On the basis of data gathered by the more elaborate and well controlled experiments, no beneficial results are obtained by feeding excess vitamins to normal people. Obviously, where deficiencies are present

¹ Keys, Ancel. Physical Performance in Relation to Diet. Federation Proc. Am. Soc. Exper. Biol. 2: (Sept. 1943) 164-167.

proper treatment is considered necessary.

Perhaps it is in order to say something about the drinking of water by anyone engaged in strenuous exercise. There is a tendency on the part of some trainers to discourage and even forbid the drinking of water sometime before a bout of strenuous exercise. In some cases, the juices of citrous fruit, with a small amount of sugar are substituted for water. As a matter of fact, it is important that anyone who is participating in strenuous activity should be provided with an abundance of water, so that all of the water storage places in the body are well filled. This permits more profuse sweating, and thus, a better regulation of heat loss. It also helps to avoid a drying of tissues exposed to the passage of air. In fact, there is no reason to believe that an athlete can not safely

drink an abundant supply of water shortly before a strenuous bout of exercise. The only point to take into account is that sufficient time should be allowed so that any excess can be voided before a contest begins. The substitution of fruit juices with sugar is no advantage, except that the sugar serves as a source of energy.

The addition of excess salt to either the food or drinking water is regarded as unimportant in the case of athletes under ordinary circumstances. If the water loss is to be so great that there is accompanying it a sufficient loss of sodium chloride so as to cause a depletion of the chloride, then it should be replaced. Ordinarily, this does not occur in the average bout of strenuous exercise.

In the matter of supercharging the diet of athletes, or anyone else, with accessory

food substances, it is a comfort to know that nature is good to us. Even though, for the most part, excesses are of no use, yet they do no harm, since our bodies excrete them, and thus maintain the normal balances.

At present, the trainer may continue loading diets, still being unwilling to give up the traditions, some of which are based on only partial truth. If he does so, he should do it with the full facts well in hand, and not blindly, or in spite of what science is tending to show to be the facts. To be informed so as to know how to proceed, and what to expect as a result, the trainer has the privilege as well as the duty to keep himself informed, by reading a constant stream of scientific literature being published in the leading journals by scientists from well-equipped laboratories.

Methods of Relieving Cramps in Swimming

By Edward J. Shea

Department of Physical Education, Emory University

A GENERAL treatment of the subject of cramps, occurred while swimming, deserves a place of consideration in courses of warfare swimming.

Although cramps, which occur in any part of the body, other than in the abdomen, may be little more than inconvenient to the swimmer who may be swimming for his life, there nevertheless remains a question in the minds of most swimmers as to what constitutes a cramp, the frequency of occurrence, the parts of the body most affected, the conditions under which they are most apt to occur, and the methods applied that are most effective in relieving them.

The present knowledge of the physiology of muscular contraction is not, as yet, complete, although several theories have been advanced. Within certain bounds, we are able to follow the physical and chemical changes which probably take place in the isolated skeletal muscle during contraction and relaxation. The changes taking place in the intact muscle during exercise are of a more obscure and controversial nature. We know that a muscle contracts, when it is stimulated mechanically, electrically, chemically or by irradiation.¹ Muscle spasms due to fatigue and the obstruction of circulation to the part due to exposure to cold are thought generally to be important factors in the production of cramps.^{2, 3}

The Part of the Body Most Frequently Affected

Throughout a period of forty-six weeks

of swimming at Emory University, observation on approximately one thousand men has led to a classification of cramps on the basis of parts of the body affected most frequently in the following order: muscles supporting the tarsal arch of the foot, particularly the flexor digitorum longus and the flexor hallucis longus; calf of the leg, gastrocnemius and soleus; the front of the thigh, quadriceps femoris; and lastly, the back of the thighs, hamstrings. A negligible number of cases of muscle "soreness" was reported in the neck and upper back. These were not true muscle cramps in the real sense, but were due perhaps from work of an overstretching nature or from the use of certain muscle groups in a manner unused previously. Abdominal cramps were never encountered, although many swimmers did participate in the activity immediately after a meal. Statistics advanced by the National Safety Council on the number of drownings, due to this latter type of muscle-cramp, proved that their occurrence is very infrequent.

The above order of the parts of the body most frequently affected by cramps while swimming might well be accepted as those most likely to occur generally.

The Frequency of Occurrence

We can only surmise how frequently a cramp will occur since, as yet, we have not completely isolated the true cause of this type of contracture. It is quite certain, however, that cramps have a distinct tendency to recur a short period after

the first severe contraction, unless thorough subsequent treatment is administered. It is of interest to note that cramps do occur more frequently among athletic men who ordinarily swim very little.

Conditions Under Which They Are Most Apt to Occur

Probably the greatest pre-disposing factor contributing toward the development of cramps while swimming is extremely cold water. It is not uncommon for muscle contractures to occur quite readily, even among well-conditioned swimmers in water ranging from 60°-35°. This, no doubt, is due to the reduction of the circulation in the periphery of the body which, in turn, decreases the efficiency of the muscles and contributes directly toward the occurrence of cramps.

Distances of an extended duration demanding the greatest capacity of the swimmer or the repeated movements of inefficient swimmers are most apt to result in various degrees of muscle cramp.

Methods Most Effective in Relieving Cramps

It is believed that, in situations where men must swim no great distance to rescue or to some means of support in order to save their lives, they can do so, regardless of the extent of cramps which have occurred in their lower limbs. Cramps which occur in the feet are of little consequence and deserve little mention. Cramps,

however, which occur in both feet, both calves, and in both thighs simultaneously cannot deter a man from reaching an objective, even though he loses the use of both these limbs. It is believed that, in such situations where the water is not of an extremely cold degree, cramps will, over a period of time, relieve themselves.

It is well to keep in mind two basic principles for the relieving of muscle cramps. A muscle has two points of attachments; one, its point of origin located on one or more bones; the other, its point of insertion located on an adjoining bone or bones. Thus, movement is brought about by a force acting on a lever; the bones acting as the lever arms, and the muscle acting as the force which produces movement. The contraction of a muscle, as in the occurrence of cramps, decreases the angle between the bones, the contraction taking place from the point of insertion of the muscle back toward its point of origin.

The two principles for relieving muscle cramps are: first, lengthen the muscle; and second, restore the circulation. To lengthen the muscle, it is necessary merely to increase the angle between the two bones on which the muscle has its attachments. This, in itself, is not an easy process, since a muscle is of tremendous strength in such types of contractures. To restore circulation after the muscle has been lengthened, apply movements of vigorous massage.

A simple example of the application of

these principles may be applied to the biceps muscle in the arm. It has two points of origin, on the coracoid process and on the scapula above the glenoid fossa. Its point of insertion is on the tubercle on the proximal end of the radius in the forearm. On contraction, this muscle places the forearm in position of flexion on the upper arm. To lengthen the muscle to its original position, it is necessary merely to push the forearm back to its original position of extension.

A more practical example of a muscle cramp occurring while swimming would be that in the calf of the leg. Experience with a number of cases has proven that massage alone, to reduce this contracture while in the water, is insufficient. The calf muscles, the gastrocnemius and soleus muscles have their point of origins, respectively, on the medial and lateral condyles of the femur and on the proximal third of the fibula and middle third of the tibia, generally speaking, in the posterior section of the lower thigh. Their point of insertion is on the heel or calcaneus bone. A violent contraction of these muscles will readily extend the foot. Thus, a dorsal flexion of the foot toward the leg, keeping the entire leg extended will lengthen these muscles sufficiently to release the cramp. The best method of relieving such a cramp in the water is as follows: First, secure a deep breath and assume a tuck-float position. Second, using the hand on the same side as the affected leg (right hand to right leg), reach down and place

the hand on the inside, and across the bottom, of the forward part of the foot, with the fingers grasping the outer edge of the foot. Keep the knee to the outside of the arm and hold securely. Third, extend the leg a number of times forcefully. This action will tend to lengthen the muscle. Follow with vigorous massage.

Similarly, cramps which occur in the back of the thigh (hamstrings) tend to flex the leg. To lengthen the muscles involved in this action, it is necessary to forcefully extend the leg forward. This can best be done in the water by assuming a pike-float position; grasp the affected leg at the ankle with the hand of the same side, keeping the ulnar surface of the arm lying along the tibial surface of the leg. Attempt to extend the leg forcefully, by applying pressure downward with the elbow and pulling upward with the hand.

Cramps which occur in the front of the thighs (quadriceps femoris) tend to extend the leg. To lengthen the muscles involved in this action, it is necessary to decrease the angle formed by the thigh and the leg. To do so effectively, grasp the affected leg at the instep of the foot, and flex the leg backward toward the thigh. Attempt to extend the entire body forcefully backward during this action.

The lengthening process should in all cases be followed by movements of vigorous massage. Should the cramp recur, the entire process must be repeated.

1. Krusen, F. H. Physical Medicine. 2. Dawson, P. M. Physiology of Physical Education. 3. Schneider, E. C. Physiology of Muscular Activity.

Suggested Exercises for Football Training

By Archie Hahn

Athletic Trainer and Track Coach, University of Virginia

IT may be suggested that football candidates start doing some sort of work three or four weeks prior to the start of practice. The men should be started out with long walks, *walking not sauntering*, cross country, if possible. After about a week of this, they should start running, walking when tired, then running again, keeping this up until they get a good work-out. They ought to cover at least two miles. After a week of this, they should be able to run a mile or so at a reasonable pace. It is also advisable to have them take some short sprints after their distance work.

The man returning for football practice, if not in good physical condition, holds back the men who are in good shape. His own chances for making the first string are not very good. A football season is too short for a man to report physically unfit.

GREET a champion in Archie Hahn!

For many years holder of records in the 200 meters and 220 yards, winner in the 1904 Olympics of the 60, 100 and 200 meters and the 1906 Olympic winner of the 100 meters. Before going to the University of Virginia as track coach and athletic trainer, fourteen years ago, Hahn served as coach at Pacific University, Monmouth College, Whitman College, Brown, Michigan and Princeton.

Here are a few exercises that may be used by players in their rooms, night and morning. Push-ups straight-legs extended and knees locked. The back should be kept straight and the arms should be straightened at the end of the push-up; the players should go all the way down and touch their chests to the floor.

Deep knee bending—Have the men start erect, up on toes, down to deep kneebend and erect again. Do not let them go too easy on this, as this is a fine exercise for knee and ankle joints. Another good exercise for ankles is the following: With body erect, legs straight, feet flat on the floor, bend ankles outward as far as possible, inward the same. From the same position, start high on the toes then heels flat on the floor, raise toes upward, high.

A knee exercise that may be of some benefit is as follows: With legs straight, weight transferred to one leg, the other resting lightly on the floor, players should twist the hips right and left, until they feel a pull in the knee joint, then the weight should be transferred to the other leg and the exercise repeated. A twist of the hips does the work, so see to it that the players are well around on the turn.

They should go easy at first, then lengthen the time of exercise.

My experience has been that a football player should keep in good physical condition the entire year, play some game or sport that requires agility and the development of stamina. No man can make a real football player out of himself, if he does not keep in fairly good shape all the time. Spring football has helped materially. All football men should spend considerable time in learning how to run. The game now is for the fast man, not for the slow. With a little work during the off-season, any man can increase his speed.

I believe that kickers will find it beneficial if, during the winter months, they do some practicing in high kicking and also hitch-kicking for height. The hitch-kick is done as follows: The right-footed kicker kicks up his left foot and before this reaches the floor on the return, he makes a kick for height with his right. It is a good idea to have your kickers do the same thing with the other leg.

The following-grass drill at the start of practice each day, I believe will be found useful in the early season. Later it is also good, but not so necessary as the men become used to hard knocks.

Line the men up in files, five yards apart with five to ten yards between the men. From the position of attention have them do forward-backward-right and left falls and back to position of attention at the command-Up. While on the ground, have them change to positions of forward-right-left and then up. If they are on their faces when the change of position on the ground is made, they should be on their backs in the next position. When they

make the falls they should *fall*, not ease themselves to the grass. Give breathing exercises after each kind of exercise as follows: Arms sideward and up, inhale, high on toes, exhale; arms forward and down, back on heels.

Front leaning rest position, on hands and toes, back straight, dips pushing up and down. Easy first then increase the count. Later try this with the tripod position of the fingers on the ground not the entire hand. This is harder but is a fine way of making strong fingers.

Take a running position, have the men drop hips to relax, almost as if they were preparing to sit on a chair. The shoulder should be the least bit rounded, as in this manner the center of the body weight is put right over the feet. With feet well apart (football run is wider than that used on track), toes straight ahead, then teach the arm swing, bent at elbows to about a 45-degree angle, the swing made so that the hands come forward about to the median line of the body, the chin high in front and on the back swing, the hand comes to the rear of the hip. Swing of arms passes close to the hips. Then teach the players to raise their knees high and put their hands on their hips. Then, when they get the idea as to the action of the arms and legs, have them do stationary running, starting out slowly and increasing gradually until very fast, then gradually slowing down.

Duck Waddle

From a full stoop position, with buttocks almost resting on the heels, heads up, chests out, hands on hips, have the

men walk, reaching out alternately with their feet forward and to the side, knees straight at the end of each stride. This means they transfer the weight of the body from one leg to the other on each stride. This is a great hip developer. As this exercise is hard, if done correctly the men should start easy.

Fundamentals for Football

This drill starts from the same position as the grass drill. The men in the front of the files about-face and run through the line-head at middle of man behind-men in the line jump right or left, their feet well apart and away from the runner and immediately back to the original position. As soon as one man goes through number two, he turns and follows through behind, and, hence, there will be several men following one another running through, which will keep the men in line busy getting away and back. As soon as they are through the line, they turn and face the front again, the same distance behind the last man as in the original line. This is done until every man has gone through the line. As soon as the last man is through, they reverse and run back again to their original positions in the line.

From the same starting position, the men use their arms to chuck or push away an imaginary opponent. With dropped hips, arms and hands forward, they hop right and left, chucking an imaginary opponent away. They chuck forward, then drop back on the left leg, and chuck the man to the left, then front, then right, side stepping back with the right to get out of the way.

QUALIFICATIONS FOR MEMBERSHIP IN THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

SENIOR MEMBERSHIP: 1. Men who have been actively engaged in athletic training or closely allied work for a period of two or more years. 2. Men who are qualified to take charge of the work, in co-operation with the medical department and to direct it in athletic training in a college or university. 3. Men who have had four years of practical experience in a recognized athletic training department of a college or university or some other institution of recognized standard.

Senior members have voting privileges.

JUNIOR MEMBERSHIP: 1. Men who do not qualify as Senior members but who are actively engaged in athletic training either as an assistant in a college or university. 2. Men in charge of the training program in a high school, or in closely allied work. 3. Men who are taking an approved training course.

Any Junior member may become a Senior member upon completing the requirements for Senior membership and passing an admission test given

by the Membership Committee. Junior members do not have voting privileges.

Senior and Junior applicants must submit along with the application blank a letter of endorsement from the physician who acts as medical supervisor in their institutions.

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Senior and Junior membership dues are one dollar per year. Dues for Associate members fifty cents. Applications for membership should be addressed to Bill Frey, Secretary and Treasurer, Iowa City, Iowa.

Announcements

LAST year in this column we ran announcements of valuable material that might be obtained from the advertisers of this publication. This column will again be set aside for the use of news items regarding the advertisers. In this issue, the column is devoted principally to A. G. Spalding & Bros.—
EDITOR'S NOTE.

Spalding to Sponsor

"Series" Film for Service Men

SINCE United States fighters overseas are too busy to get to the World Series this year the series will go to them—via a two-reel, 22-minute sound film.

A. G. Spalding & Bros. and Hillerich & Bradsby Company are sponsoring the picture which is to be filmed by the American League in collaboration with the War and Navy departments.

The first prints will go to our armed forces stationed on world battle fronts; others to U.S.O. centers, hospitals, and places selected by the War and Navy departments. There will also be a civilian distribution to war workers, schools and clubs to the extent allowed by the remaining copies of the film.

"The Babe" Goes to Bat

THE "sun-bench" fans are as loyal and loud as ever. The pitchers are just as "foxy" as those in Yankee Stadium days. But now Babe Ruth is facing a microphone instead of the plate and the fast ones are questions tossed to him by boys and girls on A. G. Spalding & Brothers' program, "Babe Ruth in Person."

Aired over thirty N.B.C. stations every Saturday morning at 10:30 Eastern War Time, the athletic equipment manufacturer's show is giving hundreds of lads the opportunity to meet the legendary Sultan of Swat, ask him questions—and some are strike-out stumpers—hear first-hand diamond tales from a player who has 'em to tell.

Aside from providing thousands of baseball-minded schoolboys with made-to-order entertainment, the program is helping to keep alive in tomorrow's fans and players interest in baseball, as well as in all athletic sports.

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